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ABSTRACT

Presented is an assessment of the organization, procedures, personnel, fiscal support, and physical plant of the University of Los Andes library system. Field visits by a consultant team which placed assessors on the site for a total of 97 man-days were made during the March to June 1976 period. Assessment instruments were developed and administered to gather factual data. Personal interviews with librarians, support staff, university administrators, professors, and students to determine attitudes and needs were conducted. Instrument responses and interview data were analyzed and synthesized to present a coherent picture of the situation. A rationale was developed compatible with objectives and purposes for a Venezuelan institution of higher education. The assessment findings and rationale were melded into a proposed model for the structure and functions of the University of Los Andes library system. Problems in organizational structure, fiscal support, physical facilities, staff qualifications, operational procedures, and technical processes were identified, solutions proposed, and recommendations were made. (Author/AP)

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University Library Organization and Administration in Latin America
The Development of a Pragmatic Model

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The study reported herein was performed pursuant to a Contract of Technical Assistance between the Executive Office of the Project ULA-BID University of the Andes, Merida, Venezuela and Western Kentucky University, Bowling Green, Kentucky, U.S.A., Loan Contract No. 355/SVE. The contract was subscribed between the Republic of Venezuela and the Interamerican Development Bank. Those providing technical assistance were: Dr. Earl Wassom, Principal Consultant; Dr. Robert Rees, Consultant; Mr. Wilburn Clouse, Consultant, Assistant Director for Administration, George Peabody College; and Dr. Edwin Gleaves, Jr., Consultant, Director, School of Library Science, George Peabody College.

August 31, 1976

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ABSTRACT

Purpose

The purpose of this study was to assess the organization, procedures, personnel, fiscal support and physical plant of the University of Los Andes library system.

Methodology

Field visits by a Consultant team which placed assessors on the site for a total of 97 man-days were made during the March to June 1976 period. Assessment instruments were developed and administered to gather factual data. Personal interviews with librarians, support staff, university administrators, professors and students to determine attitudes and needs were conducted. Instrument responses and interview data were analyzed and synthesized to present a coherent picture of the situation. A rationale was developed compatible with objectives and purposes for a Venezuelan institution of higher education. The synthesized assessment findings and the rationale were melded into a proposed structure and functions for the University of Los Andes library system.

Results

Problems in organizational structure, fiscal support, physical facilities, staff qualifications, operational procedures and technical processes were identified, solutions proposed and recommendations were made.

Conclusion

Implementation of the proposed plan and recommendations offers considerable opportunity for improvement of library services at the University of Los Andes.

ACKNOWLEDGEMENTS

With deep gratitude, the Western Kentucky University Consultants wish to express their appreciation to all persons who contributed to this study. Especially do they wish to recognize University of the Andes administrators Rector Dr. Vicente Casanova; Dr. Jose Alcalde, Director of Planning; Dr. Manuel Padilla, Director ULA-BID; Dr. Miguel Herrera, Director Budget ULA-BID; who gave guidance and support to the project.

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The authors accept all responsibility for the content and organization of this report.

Bowling Green, Kentucky
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CHAPTER I

INTRODUCTION

PURPOSE OF THE REPORT

The basic purpose of this document is to contribute to the development and on-going operation of a system of library management at the University of Los Andes. It has been undertaken within the parameters of a contract between this Venezuelan institution of higher education and a university in the United States.

The study is guided by a series of Terms of Reference established to provide library services which are consistent with educational ideals and objectives acceptable and viable within the Republic of Venezuela.

DESCRIPTION OF THE PROJECT

Contract

The contract authorizing this study is between the Executive Office of the Project ULA/BID, University of Los Andes in Merida, Venezuela and Western Kentucky University of the United States. The contract for technical assistance to the University of Los Andes is in compliance with the conditions of Loan Contract No. 355/SF-VE, subscribed between the Republic of Venezuela and the Interamerican Development Bank.

In agreement with the contract, Western Kentucky University is to provide technical assistance to the University of Los Andes in the area of library management as follows:

> To assist in the studies to be undertaken towards the implementation of a library system for the entire university that will optimize the technical procedures and improve the efficiency of the present organization.

Terms of Reference

The Terms of Reference are listed in their entirety in Appendix A. When the Terms of Reference are relevant to the text of this document, a footnote to Appendix A will be made in connection with the discussion of each point in the Terms of Reference. This citation will include the sub-heading number of the Terms of Reference outline. The terms are divided into four categories as follows: (1) Assessment, (2) Model development, (3) Resources and (4) Nucleo de la Hechicera.

Assessment. To assess in a diagnostic framework the objectives, organization, technical processing and administration of the university libraries and evaluate the instructional materials contained therein as they relate to curriculum, research and extension.

Development of a model library system. To develop a model for an integrated library system which will include objectives; organizational structure; financial system; guidelines for acquisitions and models for technical processing, budget, reader services and other library-related activities.

Human, physical and fiscal resources. To define criteria relating to the training of personnel, planning and development of physical facilities, and the fiscal requirements necessary for library resources development.

Núcleo de la Hechicera. To render advice relative to a total plan for the new library facility under construction at La Hechicera which will serve the Faculties of Science, Engineering and Economics. The conceptualization of organization, services, resources and space utilization has been requested.

Methodology for the study

Utilizing the expertise of the WKU consultants and the knowledge of personnel at ULA, joint collaboration was possible in the assessment phase of this study. A model overview shown in Figure 1-1 illustrates broadly the procedures followed. Figure 1-2 is an expansion of Figure 1-1 showing in detail the overall projected assessment, design and developmental procedures for the entire project.

In Figure 1-2, Level I, ULA/BID identified a need for a study of the library system. Level II brought, through contractual agreement, WKU into the study and problem solving role by providing tentative assessment aimed toward diagnosis.

Level II, WKU/ULA collaboration occurred. This level involved on-site visitations by different consultants. A WKU field coordinator was present on the ULA campus during the entire library study.

FIGURE 1-1

MODEL OVERVIEW
ASSESSMENT DESIGN AND DEVELOPMENT FOR THE
ULA SYSTEM OF LIBRARY MANAGEMENT

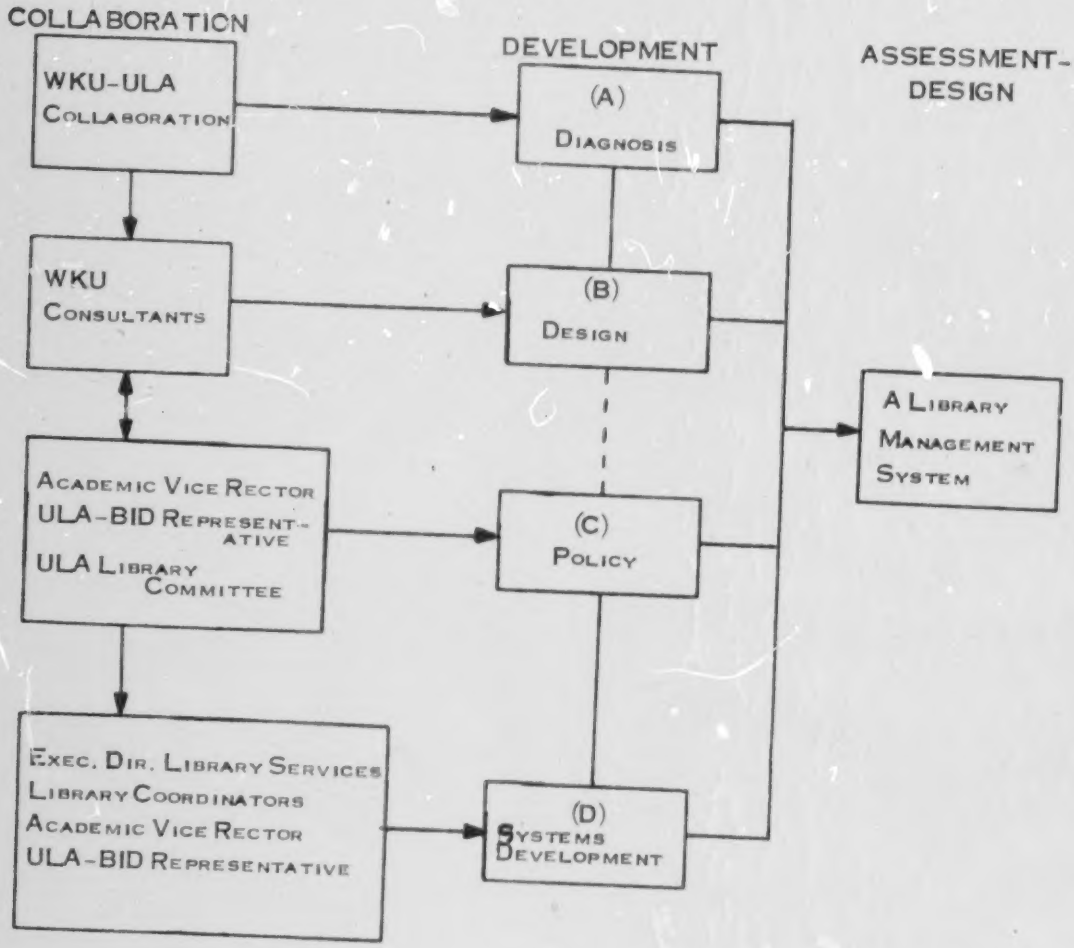
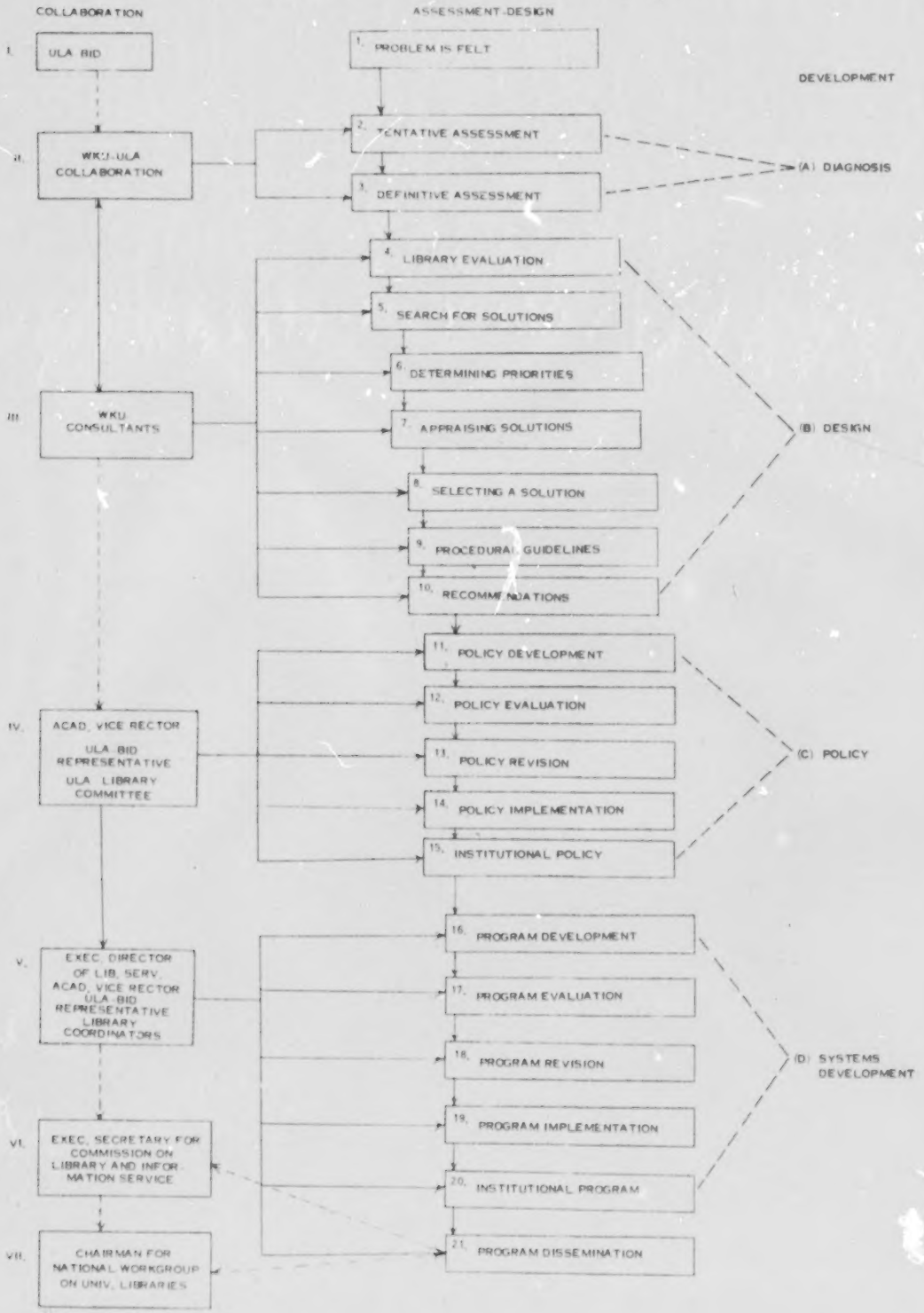


FIGURE 1.2. ASSESSMENT, DESIGN, AND DEVELOPMENTAL MODEL FOR A SYSTEM OF LIBRARY MANAGEMENT AT THE UNIVERSITY OF THE ANDES.



Four additional consultants were present on campus during the period of March 6, through June 12, 1976 for a total of 97 days. Level II included the administering of assessment instruments, the review of existing library and university studies and official documents, meetings with the ULA appointed library committees, interviews with administrators, library directors, library personnel, the office of planning, the Rector, computer center personnel, ULA/BID representatives, students and student personnel staff members. The design, Level III, provides the basis for the recommendations which will be specifically made.

Level IV, policy formulation and Level V, systems development, will be studied, formulated and implemented by ULA personnel. These actions will be based, of course, upon the disposition and/or acceptance of the recommendations contained in this study.

Level VI and VII as shown in Figure 1-2 involves the dissemination of information, systems and resources to institutions of higher education and libraries at the national level within the Republic of Venezuela.

Figures listed in Chapter IV will give details of Levels IV, V, VI, VII as shown in Figure 1-2. These will address the points of policy development and systems development. WKU involvement in the present contract will terminate following Level III, Design. Involvement in implementation, development, training and maintenance of the systems will require further contractual negotiation with WKU.

Structure of the report

The structure of this report is divided into four additional units as follows: Chapter II, ULA Libraries: Assessment and Diagnosis; Chapter III, A Rationale for the Organization of Library Services; Chapter IV, Proposed Structure for ULA Library Services and Chapter V, Conclusions and Recommendations.

CHAPTER II

UNIVERSITY OF LOS ANDES LIBRARIES, ASSESSMENT AND DIAGNOSIS

INTRODUCTION

An assessment of the existing services and resources of the various libraries at the University of Los Andes has been made in compliance with the Terms of Reference outlined in the ULA/BID-WKU Contract. This study was essential before meaningful recommendations for expansion, consolidation or reorganization could be made.

This chapter addresses assessment in five units as follows: (1) library organization; which describes the purposes, administrative structure and technical processes now in existence, (2) personnel; training level, professional expertise, area of assignment and training programs, (3) services; which are divided into circulation, reference and extension, (4) resources; which includes budget and book collections and their uses in relationship to instruction, research and extension and (5) concerns; as expressed by the various librarians but not identified within the Terms of Reference.

ORGANIZATION

Purposes*

In Assessment Instrument F (See Appendix B), each of the librarians responded with the purposes and objectives of their library. In summary, the general stated purposes were:

> . . . to select, acquire, process, maintain and circulate bibliographic material of interest within the Faculty . . . principal responsibility is to serve the teachers, researchers, employees and students of the Faculty.

Almost universally, the interest of each library is to serve the teachers, researchers, and students of the particular Faculty. The only exception to this practice is Central Library which serves all Faculties, public school students and interested citizens in the city of Merida. In general, each librarian views his obligation as providing service restricted to the professors and students of his own Faculty and its schools and departments. Any other service activity is considered to be cooperation and not an obligation.

Organizational structure**

The academic program of the University of Los Andes is administered by the Deans of the 11 Faculties. These deans are responsive to the Vice Rector for Academic Affairs who in turn reports directly

---

* Appendix A, Terms of Reference 1., objectives.

** Ibid., 1., organization.

to the Rector of the University. The 11 Faculties have 22 schools, 82 departments, 2 Nucleos, 11 institutes and 15 centers of research and post graduate study. This administrative structure is shown in Figure 2-1.

Libraries are placed administratively under the Dean of each Faculty. The only exception is Central Library which is responsible to the Rector of the University. Consequently, library policy is established, budget allocated, resources acquired and operational guidelines established by each library unit. Little or no coordination of activities, policies, purchasing procedures, cataloging standards or training requirements exists. Each library operates as an autonomous unit.

Library administration*

Each of the 11 libraries is administered by a librarian (Bibliotecnomo) or faculty member who reports to the Dean of the Faculty. It is the responsibility of this individual to give library services to the schools, departments, institutes and research centers within the Faculty. The librarians prepare library budgets, administer available monies, employ and supervise personnel, provide reference and circulation services, acquire materials in support of instructional programs within the academic offerings of the Faculty and provide limited orientation activities for instructors and students.

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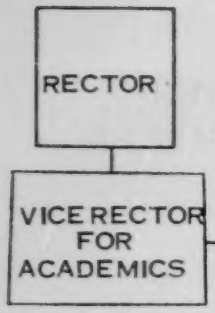
* Op. cit., 1., administration.

FIGURE 2-1

ORGANIZATIONAL STRUCTURE OF THE UNIVERSITY OF LOS ANDES



	NUMBER OF UNITS			
	SCHOOLS	DEPARTMENTS	INSTITUTES	RESEARCH CENTERS
FORESTRY	3	9	4	2
HUMANITIES EDUCATION	4	13	0	1
ENGINEERING	5	14	1	3
ARCHITECTURE	1	4	0	1
SCIENCES	1	4	0	0
LAW	1	8	1	1
ECONOMICS	2	4	2	0
PHARMACY	2	11	1	2
MEDICINE	2	10	1	3
DENTISTRY	1	5	0	1
NUCLEO TACHIRA	0	0	0	0
NUCLEO TRUJILLO	0	0	0	0

Personal interviews with each library director and on-site visits to all libraries revealed similar library organizations. Three broad categories of functions are found in each library. Table 2-1 gives personnel assignments to each of these categories in the various libraries. The categories are: (1) Office of the Director, (2) technical services and (3) public services. Line and staff responsibilities are somewhat varied. However, all functions fall within these broad categories. Figure 2-2 illustrates a typical organizational structure for a ULA library.

Office of the Director. There are ten library directors and additional support staff including office personnel and custodial staff numbering 11 who are assigned responsibility by the director of each library. In all libraries, there are 26 full-time personnel serving from the Office of the Director.

With each library operating as an autonomous unit, coordination and communication is not required. A study of the ten library directors was conducted to determine if a relationship existed between these individuals and if a level of informal coordination and communication were present. Assessment Instrument C (See Appendix C) was administered. Five questions were asked to ascertain professional contacts either by person, by telephone or by correspondence. Directors were also asked to whom they turn for professional advice and with whom they have social contacts apart from work. Table 2-2, Interpersonal Relationships Among Library Directors and Table 2-3, Interaction, Frequency

TABLE 2-1

PERSONNEL ASSIGNMENTS BY FUNCTION

	DIRECTOR			TECHNICAL SERVICES					PUBLIC SERVICES					
	Director	Support Staff	Total	Acquisitions	Cataloging	Gifts and Exchanges	Documentation	Total	Circulation	Reference	Periodicals	User Control	Copy Service	Totals
Central	2	2	4	3	6	0	0	9	6	6	2	2	1	17
Law	2	1	3	0	1	0	0	1	4	2	2	0	0	8
Engineering	2	1	3	1	2	0	0	3	3	2	2	0	0	7
Science	2	2	4	1	2	0	0	3	2	1	1	0	0	4
Architecture	0	0	0	1	1	0	0	2	1	1	0	0	0	2
Medicine	2	2	4	1	1	2	0	4	7	2	2	0	0	11
Dentistry	1	1	2	0	0	0	0	0	2	1	0	0	0	3
Hum. and Ed.	1	1	2	1	1	0	0	2	2	4	3	0	0	9
Forestry	1	1	1	2	2	1	0	5	1	1	1	0	0	3
Pharmacy	1	1	2	2	1	1	0	3	1	1	0	0	0	2
Economics	1	1	1	1	2	0	0	3	3	0	1	0	0	4
Totals	15	11	26	13	18	4	0	35	32	21	14	2	1	70

FIGURE 2-2

ORGANIZATIONAL STRUCTURE OF A TYPICAL LIBRARY AT UNIVERSITY OF LOS ANDES

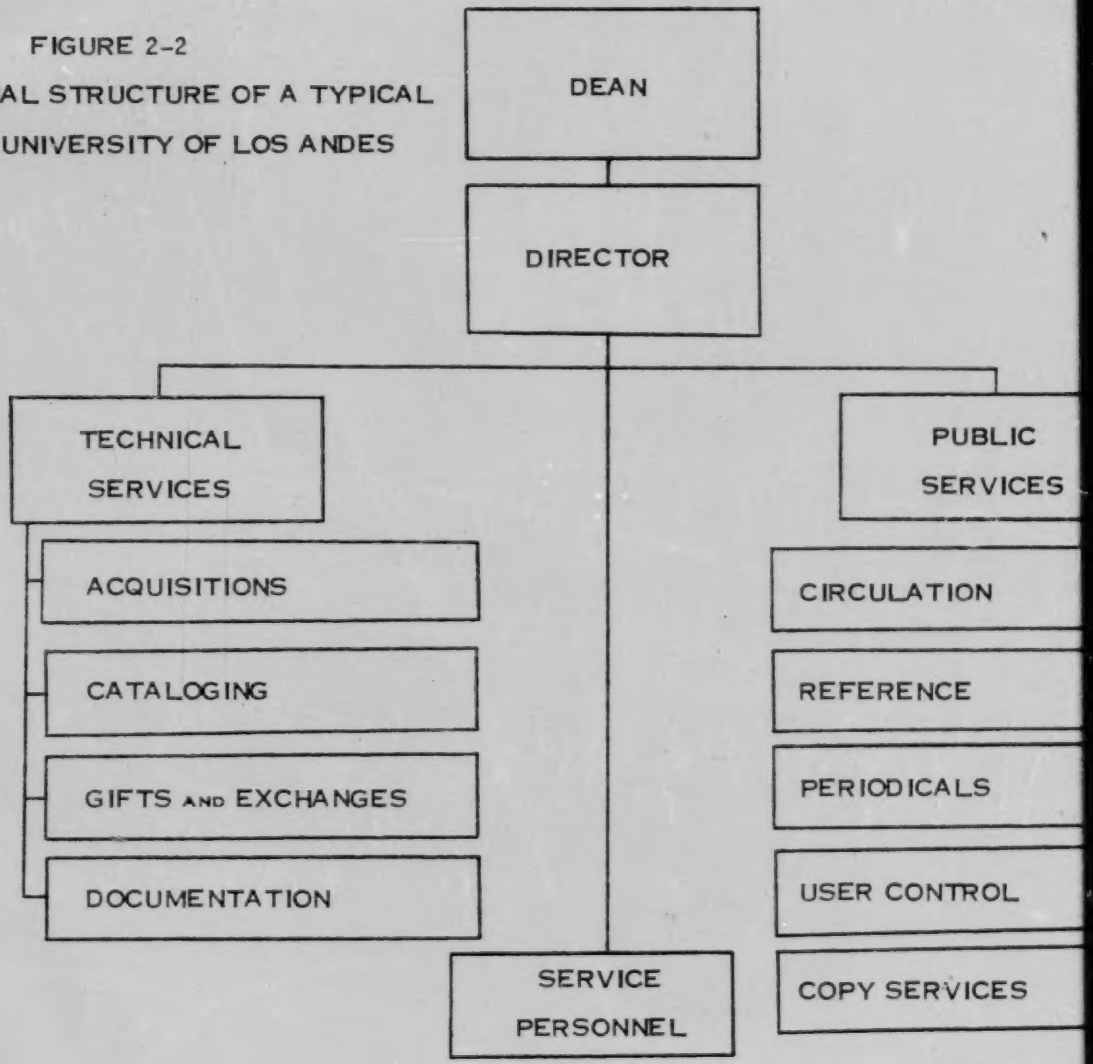


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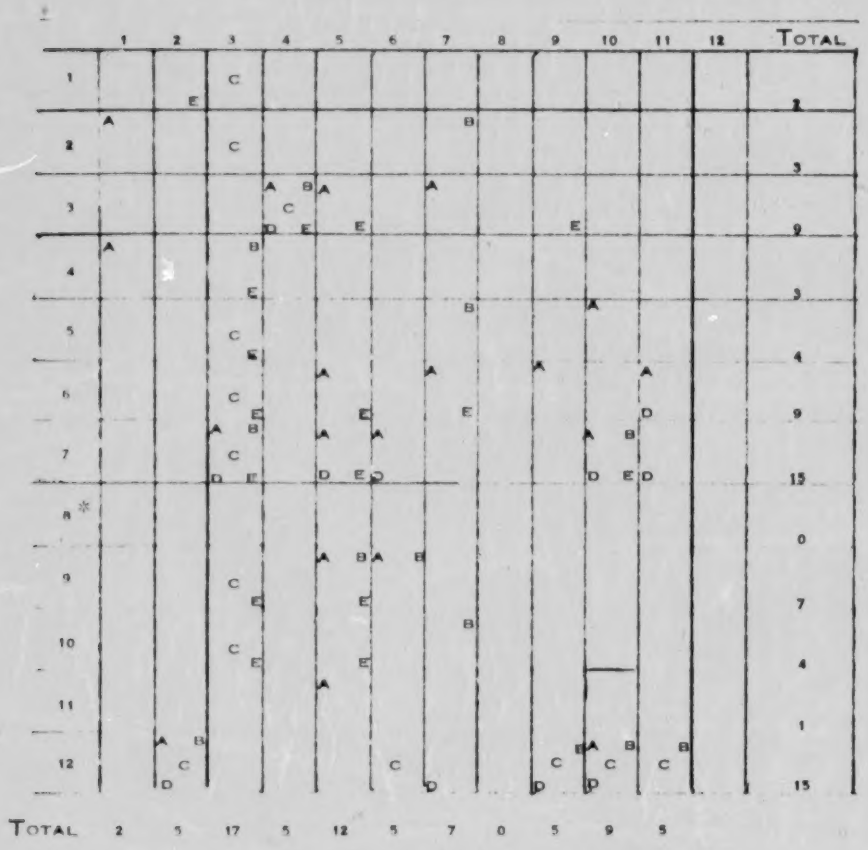
TABLE 2-2

INTERPERSONAL RELATIONSHIPS AMONG LIBRARY DIRECTORS



*DECEASED - ELIMINATED FROM INTERACTION TOTALS AND RANK.

QUESTIONS

A. WHOM DO YOU MOST OFTEN SEE IN PERSON CONCERNING BUSINESS RELATING TO YOUR WORK AS A LIBRARIAN?

B. WHOM DO YOU MOST OFTEN SPEAK WITH ON THE TELEPHONE CONCERNING BUSINESS RELATING TO YOUR WORK AS A LIBRARIAN?

C. WHOM DO YOU MOST OFTEN WRITE MEMORANDA OR LETTERS TO CONCERNING BUSINESS RELATING TO YOUR WORK AS A LIBRARIAN?

D. IF YOU HAD A PROBLEM WITH YOUR LIBRARY, AND NEEDED ADVICE FROM SOMEONE TO WHOM WOULD YOU GO FOR ADVICE?

E. WITH WHOM DO YOU HAVE THE MOST SOCIAL CONTACTS?

TABLE 2-3

INTERACTION

FREQUENCY AND RANKING

Frequency *		Ranking		
Librarian	Times	Librarian	Times	
1	4	1	3	
2	8	2	7	
3	26	3	5	
4	8	4	6	
5	16	5	10	
6	14	6	9	
7	22	7	2	TIE
9	12	8	4	
10	13	9	11	
11	6	10	1	

*Total times the director was approached and the number of times approach was made to others.

and Ranking, give the tabulations of this sociometric study. The results indicate that relationships do exist. Considering a maximum score of 50 interactions for a given librarian (if interaction occurs with all other librarians on all questions), the range extends from two to 17. Those interactions where directors approached others indicates a range from two to 15. Table 2-2 shows the total interactions where a library director was approached and the number of times approach was made to others. These tabulations show a range of frequencies from four to 26. Even on an informal basis, the library directors show a willingness and desire to work together on the ULA campus.

Technical services.* This unit is duplicated in each of the 11 libraries. Personnel are assigned specifically to fulfill the functions assigned to the important role of acquiring and processing materials. The survey reveals that 35 full-time staff positions are dedicated to technical services in the 11 libraries.

Acquisitions involves receiving book requests from librarians, instructors and administrators; processing the order; transmitting that order to a vendor; receiving the material and authorizing payment of the invoice. In some libraries, acquisitions is responsible for accounting procedures for the library funds. In others, the director assumes this responsibility. Thirteen staff members in ULA libraries are engaged full-time in this activity. Central Library has three and the Forestry Library has two assigned to acquisitions.

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* Op. cit., 1., technical procedures.

Cataloging is the process whereby books are classified. Various classification schemes are used at ULA such as Dewey and Library of Congress classification schemes. In the cataloging section, retrieval tools such as bibliographies and card catalogs are also prepared. Eighteen full-time librarians and staff members are dedicated to this activity. Dentistry is the only library without a cataloger staff member while other libraries range from one to six.

Gifts and exchanges involves the process of acquiring published works from other Faculties, universities and governmental agencies. University research reports, theses, works of ascension and departmental and institute proceedings seldom find wide spread circulation. It is the function of the gifts and exchanges unit in the library to acquire this type of resource. Four individuals dedicate effort in ULA libraries to carry out this function.

Documentation involves the production of indexes, abstracts and other tools to retrieve journal articles and other research works. This activity is being pursued in only one library with the librarian engaging in it because of personal interest rather than specific assignment.

Public services. Each library on campus has personnel dedicated to the circulation, reference service, maintenance and shelving of library materials. Seventy staff are engaged in these activities.

Reference service provides the interface of the library user with the bibliographic tools, the librarian and the book and periodical collection. Reference service may mean the retrieval of materials from the

shelving area for the student since all libraries operate a closed stacks area. Twenty-one full-time personnel are engaged in reference activities.

Circulation services at ULA varies among the different libraries. Policies and procedures are not standardized. The overall purpose, however, is to lend university owned materials to the student or professor in a manner which assures the proper protection of the resources. Thirty-two staff persons are employed in the 11 libraries for this function.

The Central Library policy is to lend its books to instructors of all Faculties, to any student, including public school students and to citizens of Merida. The other libraries have a more restrictive circulation policy. In many cases, only students of the Faculty can borrow or use the library resources. This policy is enforced with elaborate identification systems which eliminate questions regarding the eligibility of the potential borrower. Most libraries are reluctant to serve students from the Ciclo Basico even if the general courses are taught in the Faculty in which the library is located. These basic problems require stringent circulation systems.

Periodical services maintain all current and retrospective collections. This unit receives, binds, copies and maintains records of this facet of the library collection. Fourteen persons work in the maintenance of periodicals.

Location of libraries

Central Library is located in the Central Administration Building. All other libraries are housed in facilities which serve as classroom buildings for the departments and schools of each Faculty. They are conveniently located in relationship to the academic disciplines which they support. Figure 2-3 is a map of Merida showing the distribution of the 11 libraries throughout the campus and the city of Merida.

PERSONNEL

The item of greatest importance to any organization is that of personnel. This is true in regard to the operation of a library system. The University of Los Andes has several qualified librarians (bibliotecónomos) as the strength behind the organization. There are approximately 115 full-time staff members ranging from professional librarians to technical assistants, secretarial staff, office employees, service and exit control personnel.

In assessing the personnel, several instruments were administered and completed by library administrators and staff members.

Training level

Table 2-4 and Table 2-5 contain data gathered from Assessment Instrument D, Appendix D, which describes the level of educational

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* Op. cit., 5., resources.

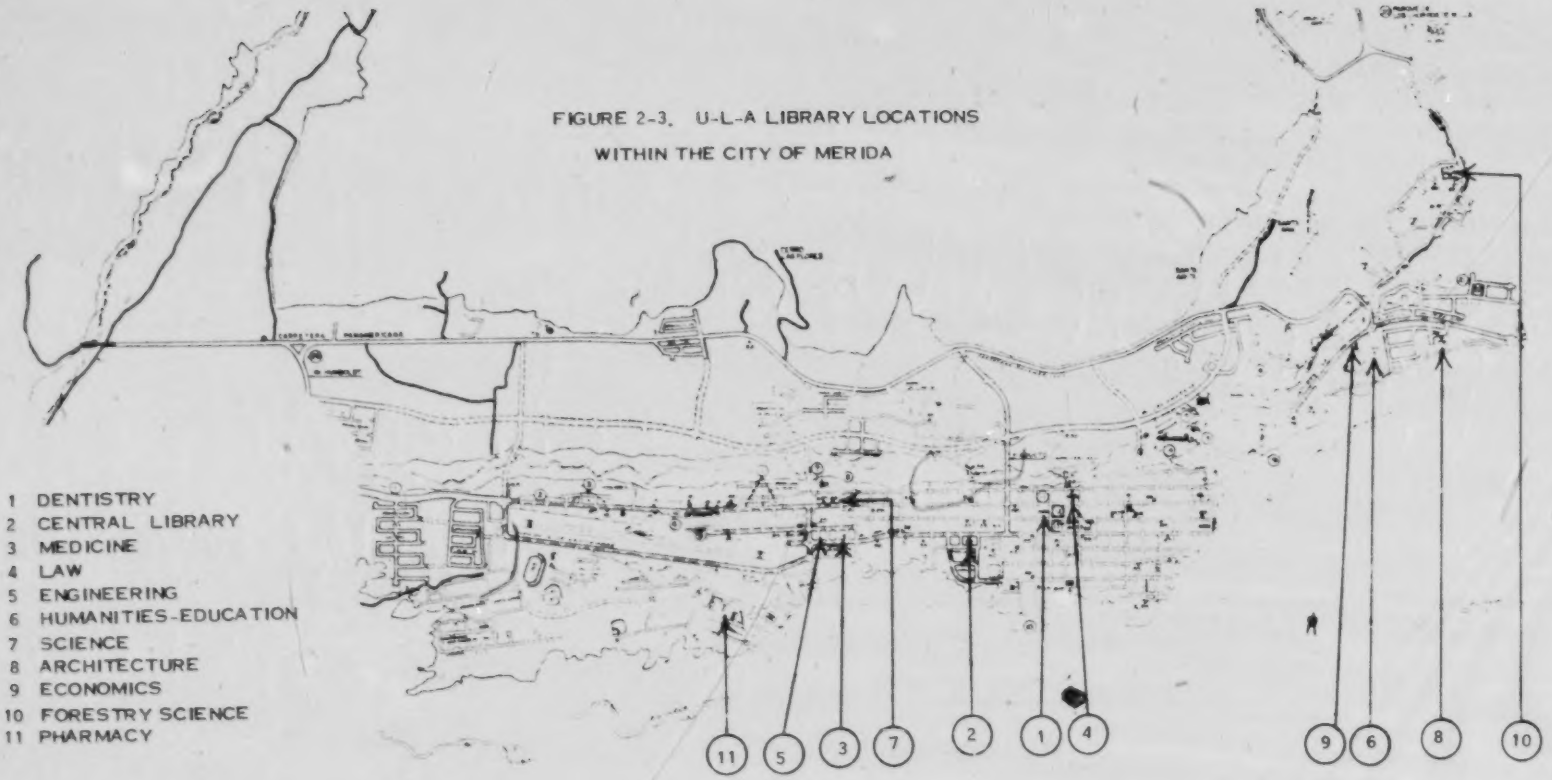
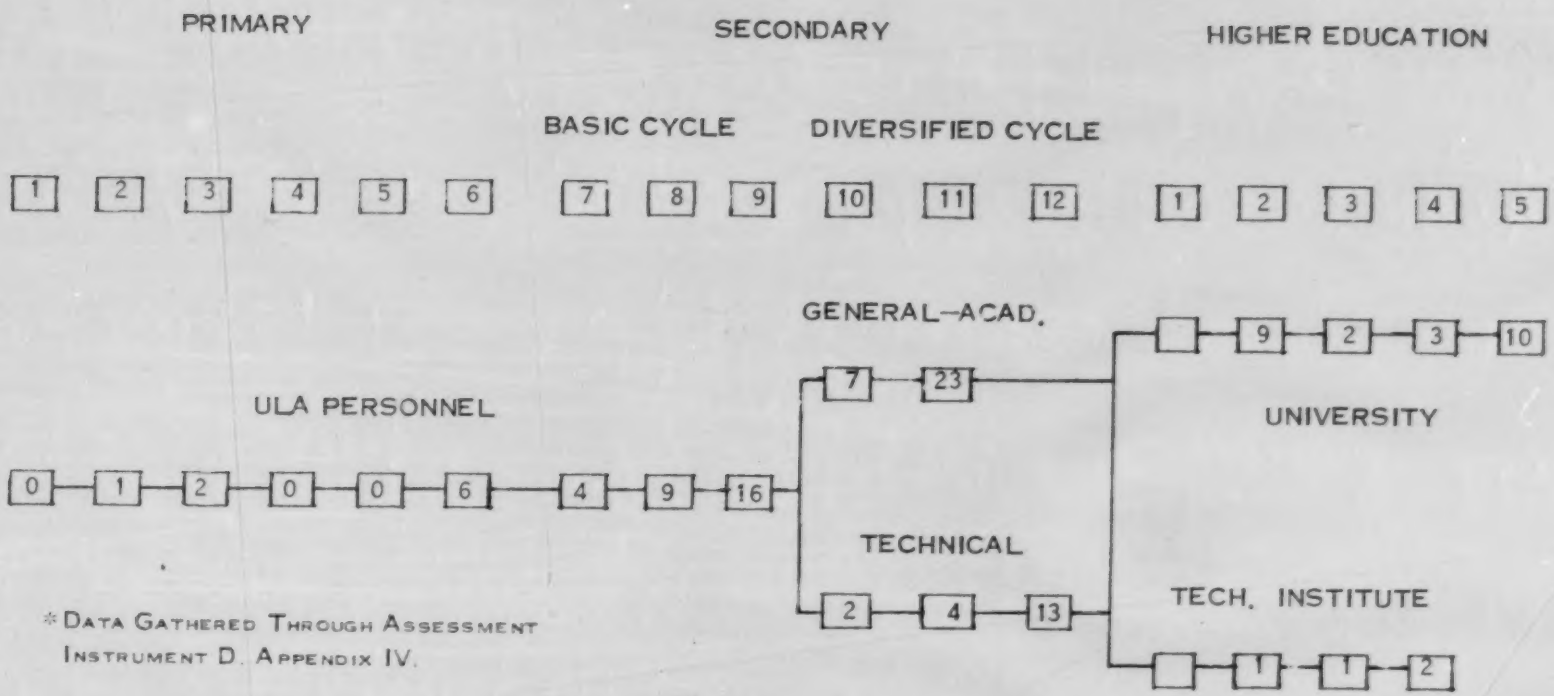


FIGURE 2-3. U-L-A LIBRARY LOCATIONS
WITHIN THE CITY OF MERIDA

TABLE 2-4

STRUCTURE AND LEVEL OF EDUCATION

UNIVERSITY OF LOS ANDES LIBRARY PERSONNEL *



* Data Gathered Through Assessment Instrument D. Appendix IV.

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TABLE 2-5

CERTIFICATE, DIPLOMA, OR DEGREE COMPLETED

U.L.A. LIBRARY PERSONNEL *

LEVEL	LIBRARY											
	Education and Humanities	Medicine	Dentistry	Science	Geography	Engineering	Pharmacy	Law	Central	Architecture	Forestry	TOTALS
Less Than Primary Certificate	0	0	0	0	1	0	0	0	2	0	0	3
Primary	3	3	0	4	3	5	3	2	12	0	0	35
Secondary	5	7	1	2	2	2	2	4	13	5	6	49
Technical	3	2	2	2	0	0	1	4	0	0	2	16
Bachelors	2	1	0	0	1	1	0	1***	5	0	1	12
TOTALS	13	13**	3	8	7	8	6	11	32	5	9	115

* Data Gathered Through Assessment Instrument D. Appendix IV

** Incomplete Return

*** Bachelor of Law and Library Science

attainment and the Certificate, Diploma or Degree completed. Table 2-4 shows educational attainment by grade level Those engaging in study at the six levels of primary training number nine staff members while 29 have pursued course work in the basic cycle in secondary education. An additional 30 have completed schooling at level 10 and 11 of the general/academic level and another 19 have pursued studies in the technical cycle of secondary education. Twenty-four have taken University courses while an additional four have been to a Technical Institute.

Table 2-5 shows the number of ULA library staff completing a certificate, diploma or degree. Of the 115 who reported, 12 have completed the bachelors degree, 17 a technical diploma and 49 have received a high school diploma. Thirty-five have completed the elementary level.

Area of assignment

Table 2-6 lists libraries and the number of employees in each of six categories: Biblioteconomo, Bibliotecarios, Asistente de bibliotecario, Auxiliar de biblioteca, Oficinista and Service employees. This survey reported a total of 132 employees ranging from four in the Architecture Library to 31 in Central Library. The number at each of the levels is also shown.

Table 2-1 (p. 13) shows the activities in which these personnel are engaged. Of the total number, 20 percent are directors and support staff who are assigned to the Office of the Director, 23 percent are

TABLE 2-6

PERSONNEL ASSIGNMENTS

LIBRARIES, UNIVERSITY OF LOS ANDES

LIBRARY	PERSONNEL CLASSIFICATIONS 1	2	3	4	5	6	TOTALS
Central Library	2	3	0	21	0	4	0
Law Library	1	1	0	8	1	1	12
Engineering Library	1	1	0	9	1	1	13
Science Library	1	3	2	3	0	2	11
Architecture Library	1	1	0	0	1	1	4 *
Medicine Library	1	0	0	15	1	2	19
Dentistry Library	1	0	0	3	0	1	5 **
Humanities and Education Library	2	4	0	6	0	1	13
Forestry Library	1 ***	3	1	4	0	0	9
Pharmacy	0 ****	1	0	4	1	1	7
Economics	1	2	0	5	0	0	8
TOTALS	12	19	3	78	6	14	132

1 Biblioteconomo
2 Bibliotecario
3 Asistente de bibliotecario
4 Auxiliar de biblioteca
5 Oficinista
6 Service Employees

* In addition, the Office of the Director is vacant.

** In addition, the Office of the Director is vacant. Being filled by Assistant to Dean.

*** Director is Forestry Engineer. Works 2-6 on Monday, Wednesday, Friday.

**** Director is Faculty Member (part-time).

engaged in technical services and 57 percent are in public services areas.

Status perceptions of library directors

Assessment Instrument A, Appendix E was administered to all Library Directors. Among items to which response was given was the question, "Compare the status and prestige of library professionals with that of teaching faculty. Consider appointments to committees, procedures for receiving rank and tenure and opportunities to influence policies."

The following discussion is developed from statements made by various library directors in response to this question. These statements describe personnel practices and policies within the libraries.

Without exception, all library directors consider themselves as administrative personnel, a rank beneath that of the teaching faculty. With such perceptions, they do not feel that they have any status in the policy making or political activities of the university. One director states, "The librarian is an employee whose status is inferior to that of the teaching professor." Another feels:

> "Library people are at a disadvantage with professors. Encouragement does not exist for growth and development. The library has no part in planning, organizations or commissions which are involved in the teaching of the curriculum."

The perceived difference in status is clearly described as follows:

> "Teachers are professors, librarians are employees. Both have different associations and different scales. The professors are able to influence the policies of the university --library personnel are not given that consideration."

In regard to rank, tenure and salary, the general concensus was that as administrative personnel, the librarians have no rank and that they receive salaries lower than those of professors. Another states, "Teaching faculty are designated with a rank of Teaching and Research Personnel-librarians are not."

Staff, Recruitment, Growth and Development

Personnel problems range from recruitment to training needs. The statement, "Personnel needs are critical," made by one director reflects a serious condition. Another said, "Librarians are difficult to find, recruit and attract to Merida." An administrator reinforced this statement by saying, "A librarian (Biblioteconomo) has been requested but the request was rejected because of unavailable candidates."

The directors also responded in Assessment Instrument A to the question, "Evaluate the extent to which the institution encourages professional growth and development." A variety of statements were given, some indicating adequacy of professionals in the city of Merida while others feel a serious need. The positive respondents said, "Thanks to the university, the city has a large number of professionals. Others responded, "The institution stimulates its library personnel through

participation in specialized courses," and "through courses and scholarships, encouragement is given." However, other respondents feel, "In the library, we do not have any knowledge or models regarding professional growth and development," and "there is no encouragement."

From the variety of responses, it is apparent that certain libraries are assigned to a Faculty which encourages professional development while others do not enjoy these opportunities. Moreover, because of the autonomous nature of each library unit, no concerted effort exists to permit a systematic professional development program or other enhancements to the library profession.

In view of the foregoing comments, it seems quite clear that the librarians are not satisfied with their status in the various Faculties of the University, and indeed the overall level of training of librarians in the university system is not very high when compared to some other major universities in such countries as Colombia, Brazil, and Venezuela itself. In general, there seems to be a critical need for upgrading of library personnel at all levels.

Although most of the libraries have at least one graduate librarian (from the University of Zulia, the National University in Caracas or the Escuela Interamericana de Bibliotecologia in Medellin, Colombia), there is rarely more than one professional librarian in each library.

At the present time, the opportunities for further education for the ULA Library staff appear to lie primarily in the universities just mentioned--two in Venezuela and the Interamerican School of Library

Science in Medellin, Colombia. All three offer university level training and the Interamerican School also offers series of special courses for library assistants, which usually run about six months at a time. For non-professional staff who will be retained for work in the university libraries over an extended period of time, these short-term courses at the Interamerican School of Library Science seem to offer the best opportunities for extended in-service training. Scholarships may be available through the Library Development Program of the Organization of American States. A number of Venezuelans have taken this course over the past several years.

SERVICES

Circulation (loans) *

An assessment (Assessment Instrument B-Appendix F) was made to determine the policies and practices followed by the various libraries in regard to loans to professors and students and to practices in borrowing from each other and from other universities. While there is some apparent uniformity in practices followed, there is wide variation in the length of loans, in the type of materials loaned, and in the groups eligible to borrow. These discrepancies undoubtedly contribute to confusion and dissatisfaction on the part of the users. Table 2-7 shows the practices in regard to the lending of books to students and professors.

* Op. cit., 4.1., loans.

TABLE 2-7

PRACTICES OF ULA LIBRARIES

IN LOANS OF GENERAL BOOKS *

LEND BOOKS TO	YES	LIMITED	NO
Students of your Faculty	12		
Any ULA Student	6	1	5
To Professors	12		

Length of loan periods vary from two days to 60 days with two libraries having no fixed length of loan periods and five libraries having two or more loan periods, apparently depending upon the type of materials. All libraries permit renewal of loans on borrowed material.

Lending practices in regard to periodicals and reference books are much more restrictive. Most libraries will lend periodicals to professors, most will not make such loans to students. There are perhaps, more permissive lending practices in regard to periodical loans than might be expected, although since most libraries report a one day loan period, this may not be overly permissive.

There seems to be general and uniform insistence upon adequate identification of users and borrowers by all libraries.

The handling of reserve collections seems to follow general library practice with only two libraries permitting use of these materials outside the library.

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* Op. cit., 4.1.2., circulation.

The handling of reference books seems subject to the greatest difference in policies. Some will lend to other ULA libraries, some not, some will lend to professors but not to students, some will lend to neither.

Table 2-8 shows the number of libraries following each practice.

TABLE 2-8

PRACTICES OF ULA LIBRARIES
IN LOANS OF REFERENCE BOOKS *

LEND TO	YES	NO
Professors	6	6
Students	3	9
Other ULA Libraries	4	8

It is in the area of borrowing books from other universities that there seems to be a serious deficiency. To promote scholarship, efforts should be made to provide needed resources for research when these are not available in the university collections. Only five of the 12 ULA libraries identified in the assessment instrument borrow from other universities. **

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* Op. cit., 4.1.1., internal (reading room).

** Ibid., 4.1.3., interlibrary loans.

Reference, documentation, orientation, reproduction*

Material for this section of the assessment comes primarily from personal interviews with all librarians and from observations made during visits to each library by assessment team members.

Reference service is a major concern of all librarians and is perceived as a major responsibility. Adequate reference service is (1) dependent upon the librarian's knowledge of the discipline and its research tools, (2) which reference materials are present in the collection and (3) an understanding of the problems of the user. Consequently, it is quite apparent that the level of reference service is affected by the level of professional and/or specialized training of the staff. The reader is referred to pages 20 to 26 for an analysis of the training level and areas of assignment of the library staff. Almost all librarians indicated a desire for more training in this area and the development of in-service training for the nonprofessional staff.

Documentation is essential to facilitate locations and retrieval of information. There is very little documentation available for Central and South American publications. These two facts make this a major problem for the academic library and librarian. All librarians see this as a major area needing emphasis and development. At the same time, they feel the need for additional training to assure their own competence in this task.

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* Op. cit., 4.2.1.

Several suggested a university documentation center be established or that efforts be initiated to establish a national center. All felt that present efforts were inadequate and that lack of documentation is a major weakness in the library services.

Orientation, or training in the use of the library, for professors and students is not adequately carried out. It is inefficient and very time consuming since it is done primarily on a one-to-one basis by the library staff. There was general agreement that an orientation program should be developed but that there needed to be adoption of more uniform policies and practices among the libraries to facilitate use by professors and students and to make such training more feasible. There seems to be an opportunity in this area for the closer cooperation of the libraries in developing such a program and in applying new teaching technology to its implementation.

Reproduction services received a great deal of attention from many of the librarians, faculty members and others interviewed. The range of reproduction services discussed ranged from simple photocopying of a single page in a periodical to the production of monographic materials either written or compiled by faculty members for student use. Some of the services desired are research, bibliographic assistance, editorial services, copying or printing, collation and binding which are done at a number of service points, by a number of different providers. There was general agreement that a coordinated, unified servie which could and would provide these sorts of services to all faculty members would

be highly desirable. It was also felt that this might reduce the time involved in getting the work done as well as reducing the cost to the university.

Technical procedures *

The technical procedures currently in use at ULA libraries are decentralized and, for the most part, are uncoordinated. Each library is responsible for maintaining a library staff that is capable of dealing with the entire array of activities associated with technical processing. Each library is responsible for the selection, acquisition, cataloging and technical processing of both books and periodical materials. Under this system, the major functions related to technical processing are repeated countless times in the various libraries operating under this decentralized system. Many duplicate files and records are kept in order to support this type of decentralized system. Information concerning the current practices and technical processing was obtained from Assessment Instrument E which is shown in Appendix G. Compilation of data from this instrument is summarized in the sections below.

Selection process assessment. Information received from Assessment Instrument E concerning the selection process is incomplete, however, summary information from Tables 2-9 and 2-10 indicate some trends exist in the selection process.

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* Op. cit., 1., technical procedures.

TABLE 2-9

SELECTION PROCESS ASSESSMENT-BOOKS

SOURCE OF SELECTION

Library	Faculty Members			Library Staff			Library Committee			Students			Others		
	YES	NO	%	YES	NO	%	YES	NO	%	YES	NO	%	YES	NO	%
Law	X		20	-	-	-	-	-	-	X		5	-	-	
Central	X		-	-	-	-	-	-	-	X		-	-	-	
Medicine															
Dentistry	X		-	-	-	-	-	-	-			-	-	-	
Engineering	X		80	-	-	-	-	-	-	X		10	X		10
Humanities-Education	X		-												
Science		X	-	X		-	X		-		X	-	-	-	
Architecture	X		85		X			X		X		5	X		5
Economics	X		98							X		1	X		1
Forestry	X		-				X		-	X		-			
Pharmacy	X		70		X	-	X		20	X		9	X		1
Geography	X		-							X		-			

TABLE 2-10

SELECTION PROCESS ASSESSMENT-PERIODICALS

SOURCE OF SELECTION

Library	Faculty Members		Library Staff		Library Committee		Students		Others	
	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
Law	X									
Central	X						X			
Medicine										
Dentistry										
Engineering	X						X		X	
Humanities-Education	X									
Science		X	X		X			X		
Architecture	X		X			X	X			
Economics										
Forestry										
Pharmacy										
Geography										

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These data indicate that most libraries depend heavily on faculty members for the selection of books and periodicals. Most of the libraries surveyed did not have a library committee established for the purpose of selection, quality control and collection development. In almost every library, some consideration was given to ordering materials requested by students. However, no standard procedure for receiving requests from students or professors seems to exist. Instruments such as preprinted request forms and directions as to how to acquire these forms were not well established. Although many libraries indicated that they had request forms, few libraries could provide examples of the forms.

Acquisition selection process. The acquisition of books and periodicals varies widely among the ULA libraries. The number of books and periodicals ordered per year per library depends upon library objectives, size of collection, staff and budgets. As shown in Table 2-11, several libraries indicated a large backlog of materials awaiting either administrative or budget approval while other libraries seem to have little or no backlog in acquisitions.

The total titles ordered by each library is relatively small when compared to the student body and the need for collection development. Acquisition processing is a manual process performed in each library without any system of coordination.

The order procedure is a rather complex process at the ULA libraries. Each library maintains its own budget, vendor files and order procedures. There is no standardization of vendor files or order

TABLE 2-11

ACQUISITION PROCESS ASSESSMENT

	1	2	3	4	5	6	7	8	9	10	11	12*
PRE-ORDER SEARCH												
BOOKS-ON-ORDER FILE	–	YES		NO	YES	YES	NO	NO	YES	YES	YES	–
BOOKS-IN-PROCESS FILE	–	YES		–	YES	YES	YES	YES	YES	–	NO	YES
OFFICIAL LIBRARY CATALOG	YES	YES		YES	YES	YES	YES	YES	YES	YES	YES	YES
OTHERS	–	–		–	–	–	YES	YES	–	–	–	–
BIBLIOGRAPHIC GUIDE												
BOOKS-IN-PRINT	YES	YES		–	YES	YES	YES	NO	NO	YES	NO	–
LC PROOF CARDS	–	YES		–	NO	–	NO	NO	NO	–	YES	YES
FORTHCOMING BOOKS	YES	YES		–	–	YES	–	NO	YES	YES	YES	–
OTHERS	YES	–		–	–	–	–	NO	–	YES	–	–
ORDERING PROCESS												
VENDOR FILE	YES	YES		YES	NO	YES	YES	YES	YES	YES	YES	YES
FOREIGN COUNTRY FILE	8	12		–	30	9	19	7	10	13	8	25
NO. OF VENDORS	30	14		–	15	–	–	42	40	10	3	249
NO. OF BOOKS EXCHANGED	80	1800		–	–	750	–	5	–	293	–	111
NO. OF PERIODICALS EXCHANGED	20	240		–	80	60	36	10	5	806	128	305
USE OF JOBBERS	–	YES		–	YES	YES	YES	NO	YES	YES	–	–
NO. OF JOBBERS	–	1		–	1	–	1	–	2	2	2	–
ORDERS OUTSTANDING	–	110		–	–	15	1400	110	150	20	18	–
OVERDUE NOTICE SENT	YES	YES		YES	YES	YES	YES	YES	YES	YES	YES	YES
BOOKS ORDER PER YEAR	1200	600		–	1500	2500	1975	350	500	500	642	759
PERIODICALS ORDER PER YEAR	48	27		–	600	250	8497	41	10	1065	150	207
BOOK ORDERS AWAITING APPROVAL	35	–		–	–	400	600	19	900	–	–	–
PERIODICAL ORDERS AWAITING APP.	15	–		–	–	230	–	4	300	–	–	–

* FOR KEY, SEE TABLE 2-12.

procedures. Each library must maintain its own set of procedures and techniques associated with budget development, disbursement of funds, accounting and audit procedures.

Books and periodical exchanges are one of the major sources of new information for many libraries. Jobbers and book publishers do not usually extend credit to the ULA libraries. This procedure results in long delays in the ordering process. Each library is required to develop a purchase order, forward the purchase order to the vendor, receive an invoice from the vendor, and issue payment for the book before receiving the book. Figure 2-4 is an example of the pattern of a book request and payment.

The ULA libraries tend to make minimal use of jobbers since there are few located in South America and most foreign vendors will not extend credit to the ULA libraries. Because of these order problems, the ULA libraries have developed extensive follow-up procedures for outstanding book orders.

Preorder search procedures. Before ordering books, most ULA libraries conduct a comprehensive preorder search. Table 2-11 indicates the extensive nature of the search procedures.

Many libraries also make extensive use of the standard bibliographic guides such as Books in Print, LC Proof Cards, Forthcoming Books and other standardized sources.

Cataloging, assessment and diagnosis. There is no standardized cataloging system at the ULA libraries. From the libraries reporting

FIGURE 2-4

ACQUISITIONS BOOK PROCESSING

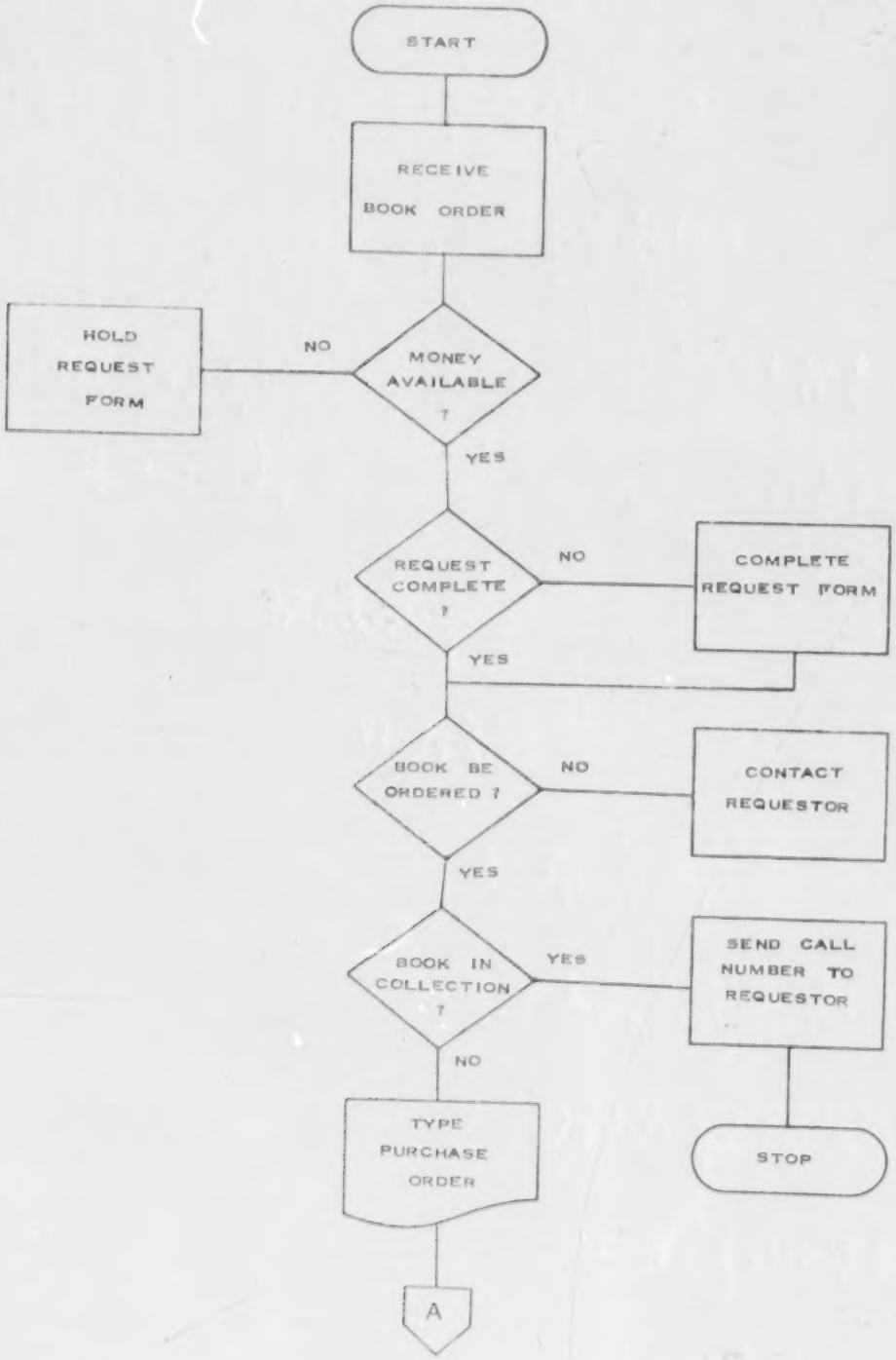


FIGURE 2-4

(CONTINUED)

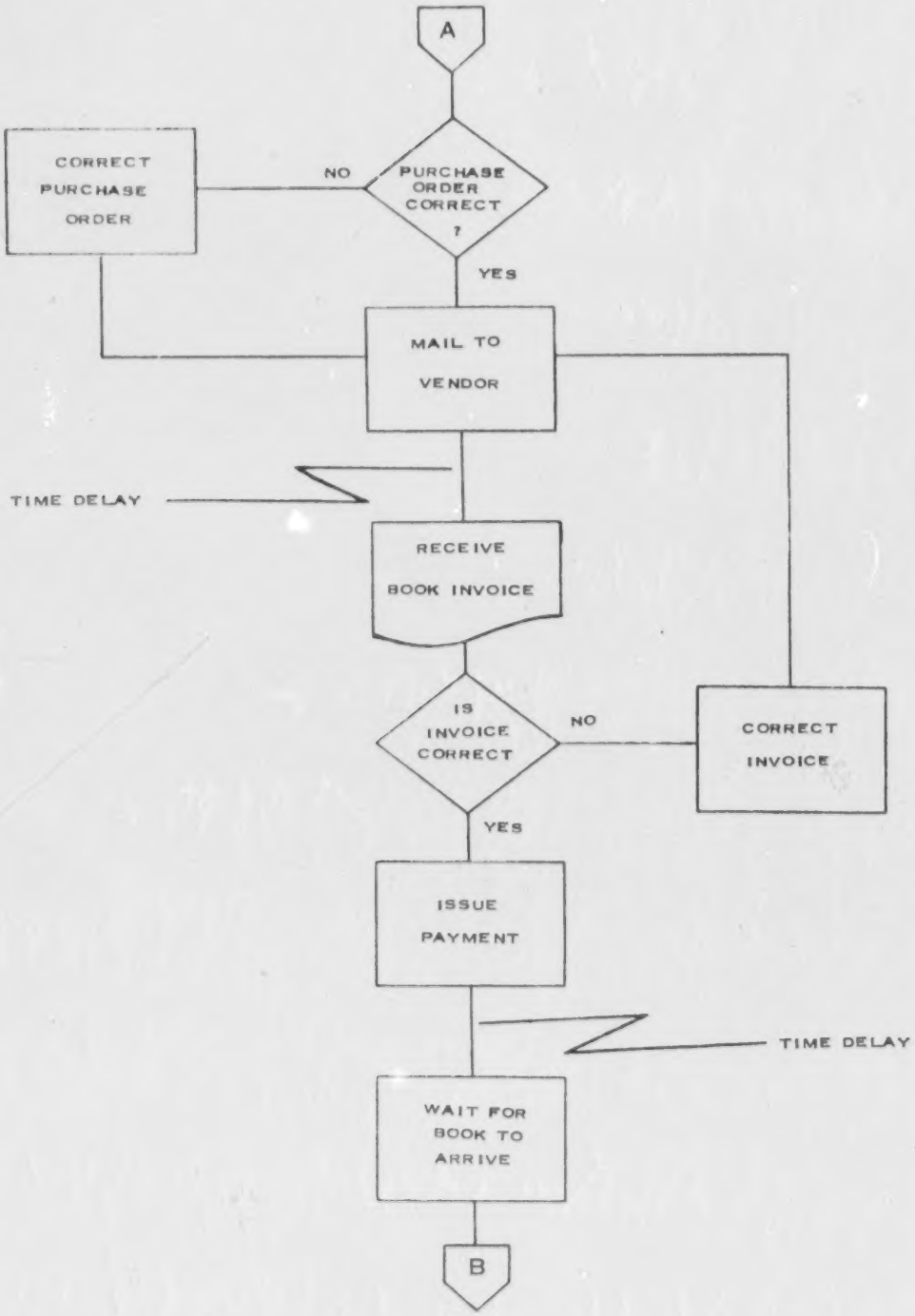
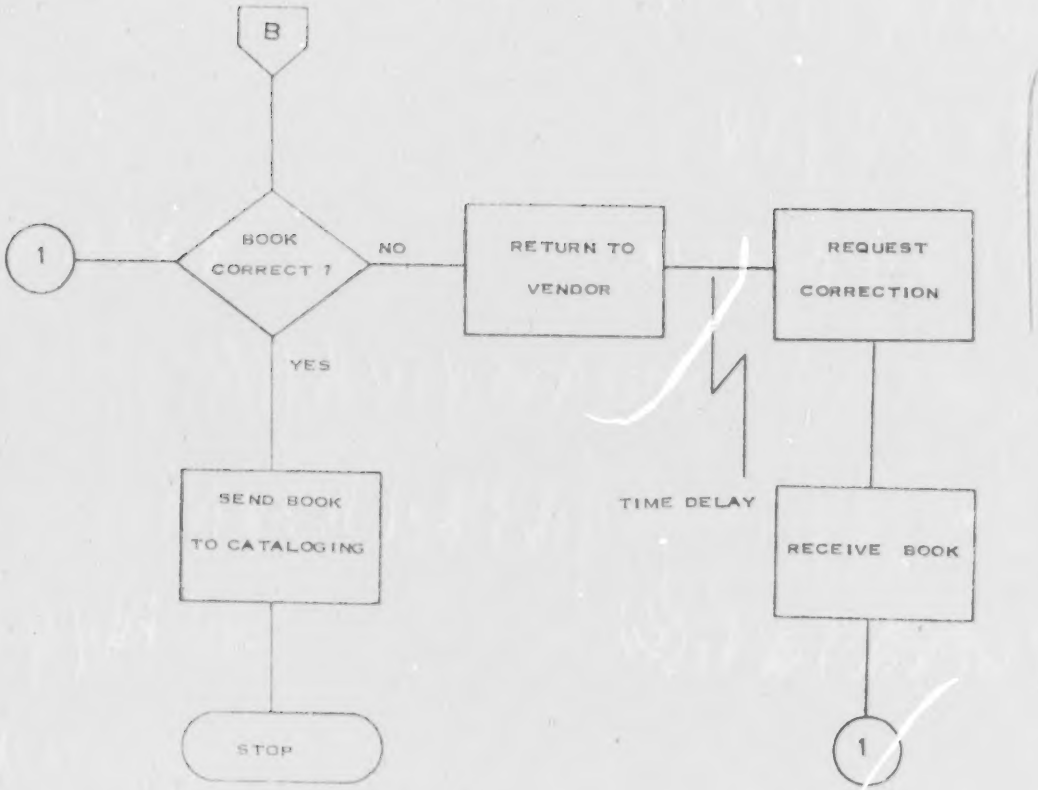


FIGURE 2-4

(CONTINUED)



classification information on Assessment Instrument E, seven indicated they were using the Dewey Classification System and four indicated they were using the LC Classification System. Some libraries are currently making the transition from Dewey to LC. Almost all libraries do their own individualized cataloging including the typing of cataloging cards. Only three libraries order LC cards and only one library accepts LC classification as the authority. Only two libraries maintain a shelflist but almost all libraries would like to participate in a union catalog project.

The time delay between the time a book is ordered and received ranges from one month to two years with the average time being between two and six months. The delay for cataloging a book after receipt is from one week to one month. These data on cataloging are summarized in Table 2-12.

Extension (to the local community)*

At the present time library service to the local community is very limited. A few of the libraries make loans of materials to professional people (attorneys, engineers, physicians, dentists, etc.) in the local community. The Central Library cooperates with the local schools, to the extent of the compatibility of available curriculum materials, in lending materials to these schools. None of the libraries has adequate space or staff to open their reading rooms to the general public. The lack of public and/or school libraries places a burden on the university

*Op. cit., 2.3 extension (to the local community)

TABLE 2-12

CATALOGING PROCESS ASSESSMENT

	1	2	3	4	5	6	7	8	9	10	11	12 *
CATALOGING SYSTEM												
DEWEY	X				X	X			X			X
L. C.		X		X			X	X	X		X	X
OTHER										X		
ORDER LC CARDS	NO	NO		-	NO	NO	YES	NO	NO	YES	YES	YES
INDIVIDUAL CATALOGING	YES	YES		NO	YES	YES	NO	YES	YES	YES	YES	YES
ACCEPTANCE OF LC	-	YES		-	-	-	NO	NO	NO	NO	NO	NO
MANUAL TYPING-CATALOGING	-	YES		-	YES	YES	-	YES	YES	YES	YES	YES
ACQUIS. AND CATALOGING-SHARING OF BIB. INFO.	-	NO		-	-	-	YES	NO	NO	NO	NO	YES
INDEXING OF PERIODICALS	YES	YES		-	NO	YES	YES	YES	YES	YES	-	YES
PARTICIPATE INDEXING PROJECT	YES	YES		-	YES	YES	YES	YES	YES	-	YES	YES
ACQUISITIONS LIST	YES	YES		-	YES	YES	YES	YES	YES	YES	YES	YES
SHELF LIST	-	-		-	-	NO	YES	NO	NO	YES	NO	YES
NEED FOR UNION CATALOG	YES	YES		-	YES	YES	YES	YES	YES	YES	YES	YES
SUPPLY BIB. INFO. FOR UNION CATALOG	YES	YES		-	YES	YES	YES	YES	YES	YES	YES	YES
TIME DELAY-BOOK ORDERING-RECEIVING	-	6 MO.		-	2 MO.	1 MO.	UP TO 6 MO.	-	2 YR.	2 MO.	?	6 MO.
TIME DELAY-BOOK CATALOGING	-	-		-	8 DA.	15 DA.	UP TO 1 WK.	-	-	1 MO.	-	-

* KEY

1 LAW
2 CENTRAL
3 MEDICAL
4 DENTRISTRY
5 ENGINEERING
6 HUMAN. AND EDUC.
7 SCIENCES
8 ARCHITECTURE
9 ECONOMICS
10 FORESTRY
11 PHARMACY
12 GEOGRAPHY

to serve the reading needs of the citizens of its area. At the same time, the needs of its students and faculty and the limitation of resources make it very difficult for the university to provide a high level of extension service to the local community.

RESOURCES*

While the Terms of Reference do not specifically call for an assessment of the resources presently available and their use in the library services program, they do call for recommendations for criteria which will define adequate human resources, physical plant and equipment. It would be difficult to make meaningful and useful recommendations without a thorough understanding of the current situation. An assessment, therefore, was made of the existing fiscal, human and physical resources. Included in this section is an assessment of the library collections, which are considered to be a major resource of the university.

Budget

Every unit in a library requires money for personnel services, instructional materials, equipment, physical facilities, maintenance, and other programs. Few problems exist in a library environment whose solution does not involve financial consideration. Planning, implementing and financing are inseparable.

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* Op. cit., 5. criteria for human resources, physical plant and equipment.

Total library expenditures at ULA for current operating expenses, capital expenditures-including funds for books, building costs and maintenance budget were unavailable for the purposes of this study. However, expenditures for personnel were available for a six year period from an earlier study conducted at ULA. To determine the 1975 salary expenditures, Assessment Instrument G (Appendix H) was administered. Table 2-13 shows these costs. Included also is the total budget expenditure for each Faculty of the university.

A steady increase in total expenditures for library personnel over the eight year period is shown. Data were unavailable to determine whether this increase came as a result of new personnel positions or salary increases. In terms of the total university budget spent for Faculty support, two percent was expended for library personnel services.

As indicated earlier, fiscal data were not available relative to other costs of the libraries. Generally, the director has little influence in the preparation of the book budget and when funds are allocated, it is at the discretion of the Dean of the Faculty. Usually, funds are promised for library acquisitions but distribution does not occur. This practice explains why fiscal accountability is difficult.

Nontabular data were compiled from personal interviews with librarians and instructors in the various Faculties. One reported, "This library has had the same budget for acquisitions of books since 1967. The budget has been 80,000 Bolivars but this year 27,000 Bolivars were withheld." A professor in another Faculty stated, "A budget has not

TABLE 2-13

ANNUAL EXPENDITURE FOR PERSONNEL

1969-1975 AND TOTAL UNIVERSITY BUDGET

	LIBRARY PERSONNEL COSTS				UNIVERSITY BUDGET
FACULTY	1969	1971	1973	1975	1975
Central Library	271,490	294,814	396,389	471,868	
Law	29,750	49,485	84,393	181,041	4,742,855
Medicine	99,750	137,375	175,000	320,000	16,686,437
Pharmacy	33,375	39,020	61,600	109,736	11,521,577
Dentistry	19,875	24,000	36,875	112,670	7,496,236
Engineering	69,265	104,880	132,540	207,824	13,973,040
Forestry	57,598	100,280	90,500	90,648	5,847,877
Geography	27,881	37,065	47,630	92,642	Included in Forestry
Humanities	125,770	150,970	197,055	358,349	12,642,459
Economics	58,097	83,765	98,000	147,826	5,808,112
Architecture	15,120	34,130	82,750	110,556	3,983,231
Science	19,830	34,320	67,125	209,556	9,227,143
TOTAL	827,801	1,090,104	1,469,857	2,412,716	91,928,697

been awarded for books for the past two years. Previously, it had been 130,300 Bolivars. Materials have been received and there are outstanding bills for 95,3[illegible] Bolivars. Failure to provide an established budget hinders ordering procedures. One acquisitions librarian explains this problem as follows, "In regard to acquisitions, proper purchasing approval must be given. Approval comes only when funds are available. It may take a year to obtain approval to submit the order. When this is achieved, usually the book is 'out of print' and can no longer be obtained." A librarian explained the same situation in more concrete terms, "Delay in getting orders out (approval) is one of our great problems."

The librarians express great concern over the lack of understanding by the deans regarding budget requirements. Budget must be committed before successful long-range acquisitions can occur. One librarian is promised a given amount and one-twelfth of the amount is allocated each month. However, when Faculty funds become scarce, the library suffers. This librarian was given approval for 180,000 Bolivars and received only 14,000 Bolivars. Another with a similar problem said, "Our budget for books is very small-usually 12,000 Bolivars. However, in 1975, we had a zero budget. This library has always been poor. New titles for a given year never exceed 126 titles. We have very little for continuations (journal subscriptions which are an annual recurring cost)."

The librarians were very candid in expressing these budgeting concerns. They are working under severe restraints, they are, however, optimistic and show a genuine interest in improving their individual libraries.

COLLECTIONS*

One cannot speak of the collections of the libraries of the ULA apart from the budgeting system, for continued growth of the collection is dependent upon the willingness of the administration to allocate reasonable budgets to each library. In general, however, the greater proportion of the budgets has been devoted to personnel, and at times the materials budget has been so small as to be hardly perceivable. In addition, the delay in receiving materials which have been ordered compounds the problem of acquiring materials when they are available. One immediate need seems to be for the librarians to be more directly involved in the decision making-process in order to make known the needs for materials in the different libraries, and then to have the expectations of receiving a workable acquisitions budget.

In general, it may be said that the rate of acquisition in a number of libraries has proceeded since 1968 at a constant but slow rate of growth. The statistics representing the growth of the collections from 1968 through 1973 was supplemented by a more current Assessment Instrument G (Appendix H) and the rate of growth through the current year seems to remain fairly constant. It should be pointed out, however, that a great deal of material is obtained, not through subscription or direct purchase, but through gifts and exchanges and this method is reliable only to a certain point. In such areas as geography and medicine

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* Op. cit., 2.1 and 2.2

the rate of growth in the collections has been more impressive, but even these libraries suffer from inadequate budgets which will not allow for regular subscriptions to journals in their areas. A more disturbing index in the information supplied is that in about half of the libraries, the number of consultations decreased from 1968 to 1973. To what extent this is an absolute indicator is difficult to tell but it does probably reflect the need for more personnel to deal with technical processes (e.g., acquisitions) while others can concentrate on public services. Thus, a great deal of the problem relating both to collections and services can be traced to insufficient budgets at the Faculty level and/or the lack of certainty concerning appropriation and distribution of those budgets.

From a number of interviews with the personnel in the various libraries, it was concluded that the collections in many of the libraries were insufficient for full support of the curricular program. The problem of the use of periodical literature is a case in point. The lack of regularity in the receipt of many important periodical publications, coupled with the lack of indexes of these periodicals (particularly those in Spanish and Portuguese), makes efficient use of periodical literature very difficult. At least two of the libraries are now engaged in some indexing and documentation activities, but again limitations of personnel place great restraints upon such projects.

Virtually every librarian expressed extreme concern at the number of duplicates in their collections. This duplication of materials

their use in teaching detracts greatly from the ability to purchase other titles. In addition, many of the titles purchased in duplicate are outdated within a very few years. This problem is rooted deeply in the economy and in the teaching methods of the professors themselves, and is not, admittedly, easily resolved. Wherever possible, it may be more appropriate to allocate special funds for the acquisitions of duplicate textbooks or related readings, while not detracting from the primary budget of the given library.

In hardly any case can the collections of a given library be considered adequate to support research or extension programs of the Faculty or of the University in general. The first concern should be developing the collections to the point that they can adequately support the teaching programs in each area.

Facilities

The facilities presently assigned to the ULA libraries are conveniently located for professors and students, but are inadequate from almost every other aspect. A library should provid an environment in which the scholar can pursue his intellectual tasks with maximum convenience and efficiency. It should also provide adequate space and equipment for the staff to function efficiently and with maximum service to the library user. The satisfaction of these conditions require: (1) adequate lighting and ventilation, (2) comfortable seating and table or carrel space, (3) rapid access to needed materials, (4) relatively low

noise levels, (5) adequate work space for staff, (6) adequate shelving to hold growing collections, (7) copy services for users, (8) adequate exit control and (9) a level of maintenance which assures the protection of the book stock and all equipment.

Visitation and observations in all the ULA libraries and interviews with staff in all libraries revealed that there were serious lacks on several points in each of the libraries. Noise levels were higher than desirable in nearly all libraries. Shelving space is generally inadequate in all libraries. Lighting is less than desirable in several libraries; in some too much glare from windows, in others light levels too low for good vision. Seating and table space was generally not as comfortable as desirable. Work space for staff was crowded in most libraries. Maintenance is generally at a lower level than is desirable for maximum protection of the collection and equipment and the maintenance of a desirable study environment.

The most serious lacks are adequate shelving space, adequate staff work space and adequate seating and study space for a growing student and faculty population.

Personnel - use in relation to fiscal resources

One of the major areas of concern discovered in the course of the study is the extremely high percentage of library expenditures which is allocated for personnel. This expenditure is required because of the large number of small library collections being maintained at ULA.

While there are geographic problems involved in reducing the number of libraries, as well as problems relating to long existing administrative patterns, there is an urgent need for change.

All libraries seem to be adequately staffed in terms of numbers. The low level of general training and the lack of specialized training for the specific tasks to which they are assigned reduces general efficiency. The organization into so many libraries requires the assignment of many staff to duplicate duties performed in all libraries which could more efficiently be accomplished in fewer locations.

There are many tasks (documentation, orientation) which at present are being left undone which might be accomplished with the same personnel, if the organizational pattern were changed.

While no exact figures were obtainable to cover all expenditures of all libraries, the over two million Bolivars of personnel cost reported by the librarians represents an unduly large percentage of the expenditures that were reported.

As long as this situation exists there will be many instructionally important library tasks that will remain undone. Many needed library services that will remain unoffered.

CONCERNS

Several basic concerns not directly outlined in the Terms of Reference were revealed by librarians, administrators, and students. These concerns will be reviewed in this section. Rationale for dealing

with these items will be discussed in Chapter IV and recommendations made in Chapter V of this study.

Textbook collection in the library

Without exception, all libraries on ULA campus are depositories for textbooks used for instruction in the various Faculties, schools, and departments. Multiple copies are shelved with library books. When textbooks are out-dated, new editions or titles are also acquired in multiple copies.

Several related problems are resulting from this practice. (1) These books are purchased from the meager book budgets allocated to the libraries. Librarians report that 40 to 60 percent of their library book budget is being spent on textbooks. Permanent type reference books, current subject monographs, documents and periodicals are not being added to the collection as a result of this practice. (2) Shelving space is extremely limited and this type of material is filling libraries prematurely. (3) Student referrals to these materials consume valuable time of the librarians in routine activities when they could be engaged in more useful and pertinent duties.

Student - Faculty orientation

Many of the students entering college have no background in the use of library resources. Many faculty are also unaware of the many resources available which would enhance their instructional techniques

and which would support their teaching. No concerted effort is being made among librarians to develop teaching units dealing with library orientation.

Each library is engaged in orientation but on a one-to-one basis, librarian-to-student. This method is very restrictive in covering subject matter and extremely wasteful of the time of the librarians. Moreover, audio-visual aids are not available for this purpose.

Bindery

The need for services to bind worn books, paperback editions, documents, magazines and other printed material is extremely critical. A bindery contract is available in Merida but service is extremely slow. When materials are committed to this vendor, they are often nine to 12 months in preparation and are not available for instruction and research. The bindery period should never exceed a month.

Ciclo Basico (Basic Cycle)

The problem presented by the Basic Cycle and its students touches every library and every aspect of that library's operation. Fundamental to the problem is the number of students involved. As is true in any university, the Basic Cycle students represent approximately one-half of the total student body. These students also represent nearly one-half (in general terms) of the load on library resources. Upper level and graduate students do use more resources per student, but since they

are fewer in number, the Basic Cycle students account for approximately the same load

With budgets determined by and derived from the various Faculties, there has been little or no provision for book or periodical resources for Basic Cycle students in any of the libraries.

The libraries were assigned space by the Faculties in terms of the space needed for the students of the Faculty. Seating and study space were assigned on the same basis. An influx of Basic Cycle students consequently, creates many problems for the libraries.

In many cases, the influx of Basic Cycle students needing orientation and reference assistance creates personnel shortages in the libraries.

Documentation

One of the serious problems facing the ULA library system is related to documentation. The five areas of major concern are as follows: (1) the need to standardize cataloging systems, (2) the need for the development of an indexing system for journals, (3) the need for a union catalog to serve all the ULA libraries, (4) the need to centralize technical processing and (5) the need for training programs in cataloging and indexing systems.

At the present time, the cataloging and indexing systems at the ULA libraries are neither standardized nor coordinated. Each library is responsible for maintaining its own staff of experts to carry out all

functions related to the documentation process. This organizational arrangement results in an inefficient system since each library must have individuals technically trained in cataloging and indexing systems. The nonstandardization of cataloging systems also makes it impossible to develop a standardized university-wide union catalog. Such a catalog could greatly increase the availability of information to library users.

Gifts and exchanges

Gifts and exchanges in books and periodicals represent one of the most valuable resources available to the ULA library system. A recent survey indicated that more than 3,000 books were acquired during the past year through exchanges and more than 1,700 periodicals. These gifts and exchanges occur primarily with other South American countries. The major concern related to gifts and exchanges relates primarily to the expansion of this program. An expansion of this program would make possible the addition of new library resources written in Spanish. Exchanges with other South American countries from the ULA would also expand the influence of the ULA in South American countries and could help develop a center of dissemination at the ULA.

Personnel Training

Most of the concerns in regard to personnel training have been reflected in the section on personnel. There is an urgent need for upgrading librarians at the professional and the assistant levels and some

opportunities are presently available for such training. Other opportunities will be proposed at another point in this report. Perhaps the most positive aspect of this problem is that the librarians themselves recognize the need for further education in several areas. They have responded enthusiastically to suggestions for other more flexible forms of continuing education.

Vendors

At the present time, there is no standardized vendor file serving the 13 libraries of the ULA. A recent survey indicated that the ULA libraries are ordering from approximately 500 suppliers. Because of the decentralized nature of the ordering process at the ULA, it is not known how many of these dealers are duplicates.

The major concerns related to vendors are: (1) nonstandardization of files, (2) decentralization of files, (3) credit problems.

The inability of the ULA libraries to establish credit with vendors within South American countries and foreign countries is a critical problem. Because of this problem, libraries experience long delays in ordering and receiving library resources.

CHAPTER III

RATIONALE FOR THE ORGANIZATION OF LIBRARY SERVICES

ORGANIZATION*

Purposes

The purpose of every organizational arrangement is to assure the achievement of institutional goals with maximum efficiency and effectiveness. In this sense, efficiency and effectiveness refer to the satisfaction level of the participants and the extent to which the institutional goals are achieved.

Since the parameters of every institutional situation will be quite different, there may be an infinite variety of organizational arrangements developed to satisfy these parameters. The measure of success is, however, still found in the efficiency and effectiveness of the arrangement. Since parameters change over time, every organizational arrangement should be considered as temporary and subject to periodic evaluation.

In a library service system, the organizational structure should be that which affords the highest probability of achieving its objectives.

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* Appendix A, Terms of Reference 3., model library system.

A library service system, then, can only be developed on the basis of carefully formulated objectives derived from institutional goals and stated in terms of the existent situational parameters.

Objectives*

The objectives for a library system must state the purposes for which the system exists. For example: to acquire resources; to organize these resources in a meaningful way; to provide for the protection and preservation of these resources; to identify additional resources which should be acquired; to manage the resources for maximum utilization in the teaching/learning process; to provide for fiscal management and control of resources; to assure the development of adequate professional staff and support personnel; to plan, develop, and manage facilities which provide for protection of the collections and access by the users and to describe an organizational arrangement in which these activities may proceed.

The objectives of a library service system can be viewed (1) as the collection of statements which give legitimacy to all activities carried on by the system, (2) as the basis for all policies formulated by the system and (3) as the basis for evaluation of the system in terms of its own efficiency and effectiveness in meeting these objectives.

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* Op. cit., 3.1 objectives.

Organizational structure*

The purpose of an organizational structure is to provide the means whereby all components and parts of an organization may communicate and cooperate in a concerted effort to accomplish given tasks.

Centralized administration. A library system is a complex organization which attempts to meet the needs of many constituents. It must provide resources and services. The users of these resources and services are mobile, moving from Faculty to Faculty, taking many courses to achieve their educational goals. To provide equal opportunity to all users, coordination and standardization of procedures and equitable distribution of fiscal resources are required. To assure that these requirements are fulfilled, a single administrative head is desirable. An Executive Director for Library Services should provide central coordination for all activities. Although many leaders are required in the various branch libraries, one must serve as overall coordinator. Unless this is done, no organization can achieve its purpose because division of central leadership will prevent the coordination of its activities.

The Executive Director of Library Services should be responsible to the Vice Rector for Academic Affairs and be on the same administrative level as the Dean of a Faculty.

This structure is illustrated in Figure 3-1.

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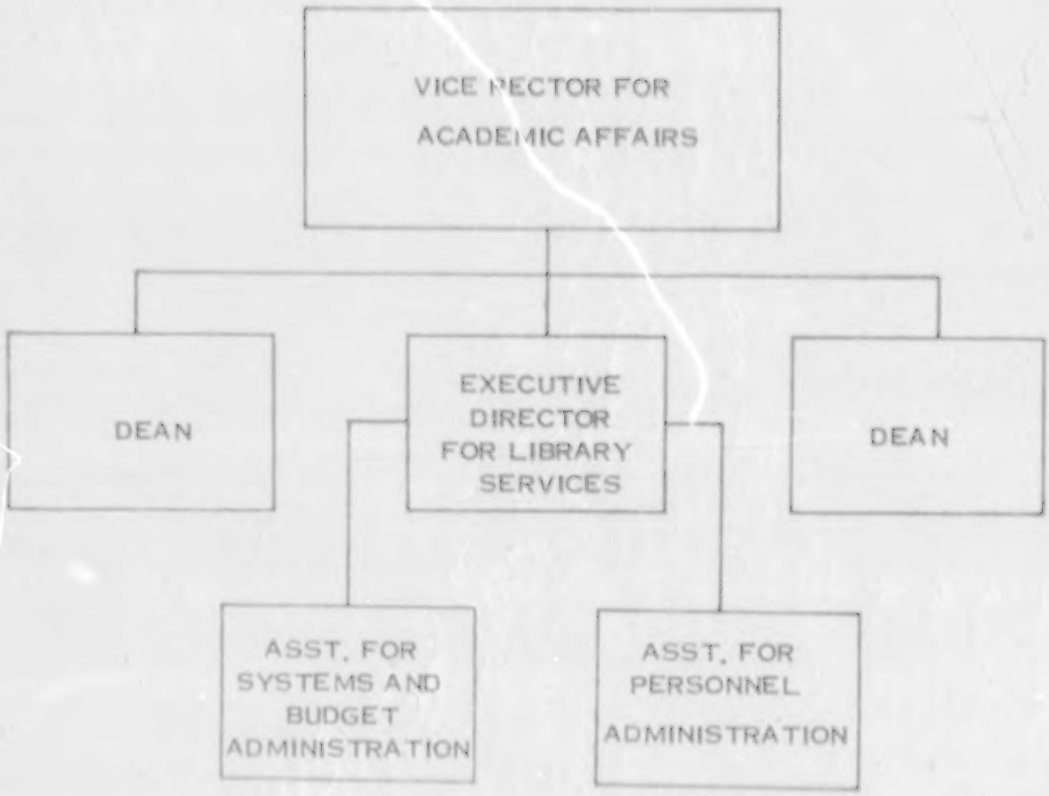
* Op. cit., 3.2 organizational structure.

FIGURE 3-1

AN ORGANIZATIONAL STRUCTURE

FOR UPPER LEVEL ADMINISTRATION

AT A UNIVERSITY



The Executive Director of Library Services will require the assistance of persons in both line and staff positions to achieve the stated goals and objectives of the organization. The effectiveness of this position will be determined by how well every person in the organization knows to whom and for what he is responsible. The effectiveness will also be enhanced when superordinates delegate authority to subordinates.

Figure 3-1 shows two staff positions. Effective administration requires specialists assigned specific tasks in the development and oversight of operations. The Staff Assistant for Systems Development would be involved with technical processes, computer applications and systems design. The Staff Assistant for Personnel would be involved in recruitment, training and leadership development activities.

Managerial functions. Three broad management functions are the responsibility of central administration as follows: (1) fiscal management, (2) personnel management and (3) facilities management.

1. Fiscal management. A budget is a plan with an estimate of receipts and expenditures necessary to finance and operate an organization usually for a period of one year. A library budget is no exception. Adequate funding is required as an annual commitment to meet necessary expenditures for personnel, services and supplies, capital improvements including funds for the purchase of books, periodicals and other instructional materials. Funding levels should not vary widely from year to year. Assurance is needed that orderly development of periodical collections and book stock can proceed. The responsibilities of the

Executive Director must include: the forecasting of revenue and expenditures for the organization, development and administration of the budget, the evaluation of budget expenditures and financial accounting. The last phase involves fiscal management, control, cost analysis, accounting and reporting.

2. Personnel management. Personnel costs should account for approximately one-half of the budgeted expenditures in a library service system. It is necessary that efficient and effective management be provided for any aspect of the organization that requires this considerable allocation of resources. Personnel management involves: (1) analysis of the tasks to be done, (2) identification of the specific skills required to accomplish these tasks, (3) identification of those employees who have the required skills, (4) assignment of these employees to those tasks, (5) recruitment of skilled personnel where possible and (6) provision for in-service training of employees who lack necessary skills. A personnel management program will also provide for employee pay scales, benefit programs, career ascension (scholarship) programs and evaluation and counseling of all employees.

If, as was stated earlier, the efficiency and effectiveness of an organization depends in part upon the satisfaction which employees secure from their work, then the importance of the personnel management program to the achievement of institutional goals cannot be overstated.

3. Facilities management. Proper management of facilities (space, equipment and furniture, hours of operation, staff assignments,

security and maintenance) is essential to the attainment of library service objectives. Responsibility for facilities management should be exercised by the Office of the Executive Director for Library Services. Facilities management is involved in all aspects of library operations and should be coordinated at the highest level. Allocation of resources adequate to maintain facilities at the optimum level for attainment of the objectives can only be assured by placing the responsibility for the facilities at this level. Operational responsibility might be assigned to one of the administrative assistants at this level or retained by the Executive Director

The person responsible for facilities management should be the inventory control person, have responsibility for budget projections for equipment and furniture, be involved in facilities planning, coordinate hours of operation of branch libraries, assume responsibility for security procedures, and have authority to initiate necessary actions to assure adequate maintenance, and with the branch librarians assure adequate staffing patterns.

Administration*

Administration is the human element necessary for the successful fulfillment of an organizational structure. The organization must provide guidelines and procedures favorable to decision making and allow

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* Op. cit., 3.3.3., administrative procedures.

flexibility in implementing the decision made. The organization must provide for: (1) the selection of leaders, (2) procedures for determining the roles and tasks of each member of the group, (3) procedures for determining and setting goals and (4) plan for the achieving of established goals. Administration of a system of library management is contingent upon the Executive Director who will be responsible for certain specific tasks. Subordinates to the Executive Director, in both staff and line positions, will assist in administration.

Planning. Administration involves both short and long term activities required by the library organization and the outlining of the steps necessary to fulfill the stated objectives and purposes of the organization.

Organizing. This vital function of administration is concerned with the formal structure of authority through which work units are arranged, defined and coordinated for attaining stated objectives.

Staffing. The entire personnel function is included in this administrative role. It includes the recruitment, training, retention, promotion and evaluation of staff. Favorable working conditions must also be an important concern.

Directing. The Executive Director faces the continual task of making decisions and communicating these in general or specific orders and instructions to the staff. The Executive Director must be able to communicate clearly, understandably and credibly. As leader of the organization, constant monitoring and surveillance must be present to ascertain the effectiveness of decisions and policy.

Coordinating. The Executive Director must interrelate the various aspects of the work. The Executive Director of Library Services faces the all important task of establishing standards, procedures and control of several remote facilities and staff.

Reporting. The Executive Director is obligated to keep all persons to whom he is responsible informed. These activities require the administrator to cause records to be kept, research to be done and statistics to be gathered and kept to inform superordinates and subordinates of activities occurring. Based upon these data, decisions can be made.

Budgeting. The Executive Director is charged with and responsible for fiscal planning, accounting and control of all funds allocated for library service activities.

PERSONNEL*

Among the major tasks of organizational administration is that of management of the human resources component. Library personnel management involves all of the routine activities common to any organization such as the keeping of records which identify employees, establish their salary level, justify payment for services rendered, indicate benefits for which they are eligible, record sick leave and vacation time and otherwise provide legal and fiscal accountability for the expenditure of funds. It also encompasses such activities as advertising positions, conducting interviews, receiving employment applications, handling resignations

* Op. cit., S., human resources.

and terminations and other necessary activities of this type. There are, however, five aspects of the personnel management function which will contribute greatly to the effectiveness and efficiency of the ULA library system. They are: (1) the program for staff development, (2) the training function, (3) the career ascension program, (4) personnel evaluation and (5) status. The rationale for effective and efficient development of a Library Services system for the ULA requires considerable attention to these five aspects of personnel management.

Staff development

This program should take into account the objectives of the Library Services program, the physical structure of the program (e.g., location and type of facilities), the users of the program services and their needs, the existing level of training and skills in the staff, the required training and skills necessary to assure attainment of all objectives, the available human and fiscal resources.

Training function

The training function should assist the staff to achieve the levels of training and skills required to attain the objectives of the staff development program. Training should be formal and informal, long-term and short-term, in-house or in other institutions, in Venezuela or out-of-country as required to satisfy the specific needs as identified for adequate job performance.

Career ascension

Provision of opportunity for the staff to advance in both rank and pay is an important function of administration. As was stated earlier, only when worker satisfaction with the job is high are the highest levels of efficiency and effectiveness reached. A worker who feels there is no opportunity to advance has no incentive to perform well. The career ascension program should offer both on paper and in reality a concrete, visible, attainable ladder which the worker may climb to larger challenge, increased pay, higher rank and greater satisfaction. This ladder should require that the worker actually advance in knowledge, in skill and in performance. It should never be a short-term incentive program.

Personnel evaluation

In order to assure that the career ascension program functions properly, a comprehensive personnel evaluation program should be instituted. This program should not be viewed as, or in any circumstances used as, a punitive tool of the administration. Personnel evaluation should be conducted to help the individual staff member to achieve greater personal satisfaction through improved performance. When improved performance is noted it should invariably be rewarded. The program should help to identify training opportunities which should be provided. The program should help to identify, establish and measure progress toward Library Services objectives.

The program should identify areas in which the personnel program should be strengthened to improve the status of the staff.

Personnel status

Status, in the sense used here, is a condition relating to the perceived relationships between one's self and one's superordinates, peers and subordinates. A person whose self-perception is of low status is not likely to be innovative, out-going, eager to try new ideas or approaches, exhibit great iniative, be self-reliant or able to work without close supervision. If a complex organization, such as the ULA library system, is to operate at a high level of efficiency and effectiveness it must have a staff which exhibits as few of the low-status traits as possible. Self-perception of status is improved when differences in salary, rank, tenure, advancement and other benefits between peers are reduced or eliminated and when the differences between superordinates and subordinates are not unduly large, and where a real opportunity for advancement exists. Thus, activities related to status improvement of the library staff-professional and supporting-are crucial for improvement of the personnel program.

SYSTEMS MANAGEMENT*

As the ULA library system grows in size of collection, number of employees, number and size of buildings and in required fiscal support, management methods and techniques which have served well in the past will become less efficient and effective. Organizational size and complexity makes the task of securing adequate and timely information for decision making more difficult. The managerial functions discussed earlier (planning, organizing, staffing, directing, coordinating, reporting and budgeting) are more difficult to perform, yet increasingly essential to the stability and growth of the library system.

The systems approach could provide a process which would accomodate the complexities of the library system. The methods and techniques used in this approach are management information systems, cost benefit analysis, flow charting of activities and functions for analysis, time and motion studies, work simplification and other quantitative management techniques. Figure 3-2 shows a theoretical structure of systems management. The systems approach would make it easier for the administrator to view the libraries as a system--an integrated, functioning unit--not as a collection of separate, non-integrated units.

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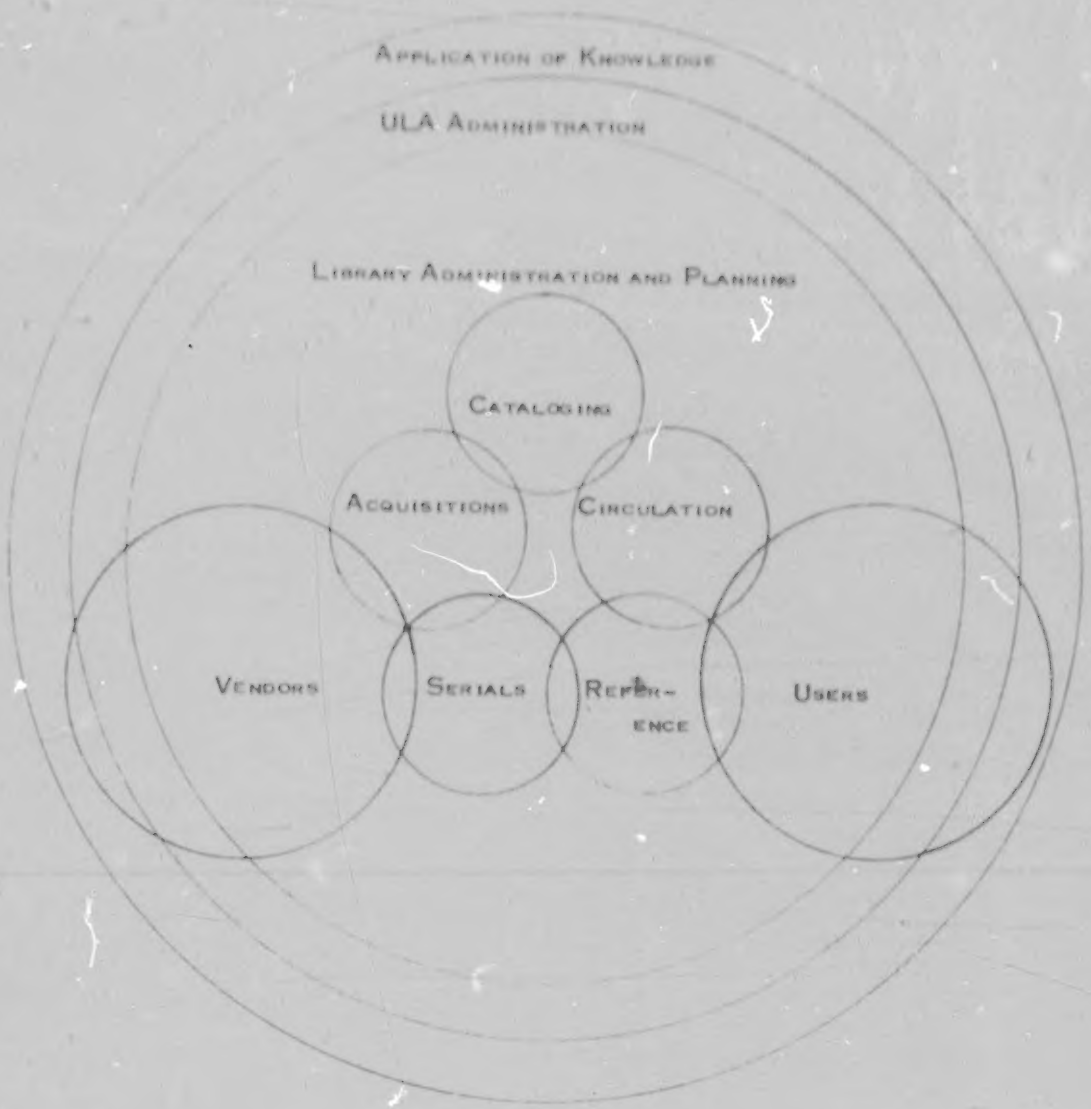
*Op. cit., 3.3., systems and procedures.

FIGURE 3-2.

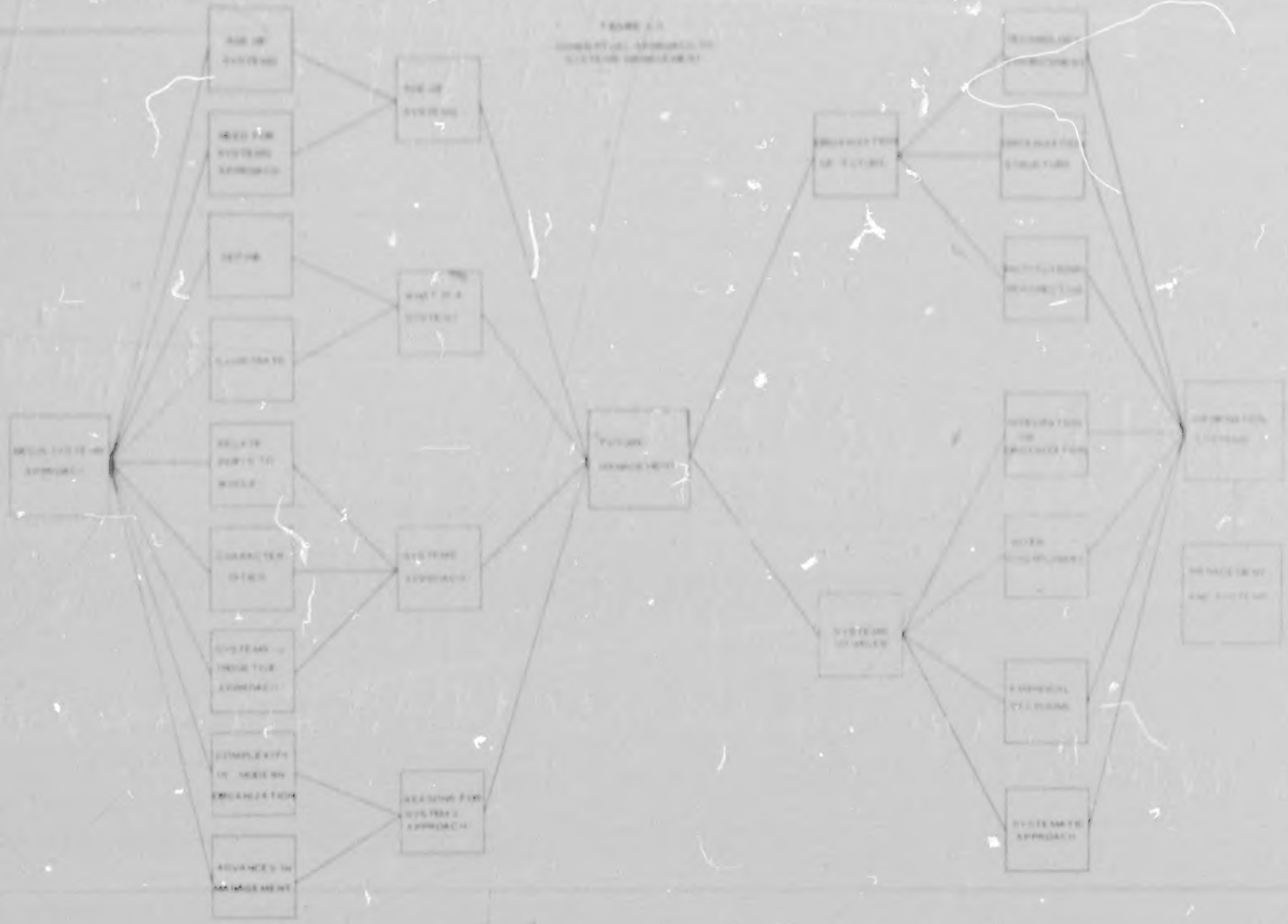
SYSTEMS APPROACH TO LIBRARY MANAGEMENT



it makes clear the inter-connections and inter-relationships between the parts that are contributing to--or reducing--the efficiency and effectiveness of the organization. This fundamental concept of the systems approach is shown in Figure 3-3. The process begins with the development of a set of objectives and focuses on the design of the whole as distinct from the design of individual components or units.

At the UCLA it would begin with the establishment of a universal set of goals and objectives for the university library and various subsets of goals related to each functional area of the library system. The systems approach to the management of libraries is designed to achieve synergism--the simultaneous action of separate but interrelated parts producing a total effect greater than the sum of the effects taken independently. The effect of the systems approach generates a team spirit and an environment of high trust relationships. Many libraries fall short of optimum effectiveness because they fail to relate parts or functions to each other and to the whole. The acquisition function is sometimes performed without regard for the cataloging function and the cataloging function is performed without regard to the circulation function. These functional areas are further complicated by the use of a traditional financial system.

The focus on separate functions and failure to interrelate the parts of the library into a unified library system can be attributed to a variety of causes, such as improper organization, inadequate planning, or failure to integrate the library subsystems through the systems approach.



The ULA libraries have a unique opportunity to implement systems management during this critical time of assessment and diagnosis and to build a dynamic library system rather than 13 independently operating libraries. In addition to being able to establish a new organizational framework, the ULA libraries have the opportunity to consolidate and centralize such library functions as acquisitions and cataloging. A sample model system for acquisitions is shown in Figure 3-4.

This model serves as an example for analysis of interrelated functions within the system. The figure shows the combination of all components required to make this acquisitions system operational. The acquisitions system model consists of the following subsystems: (a) preorder search, (b) ordering, (c) receiving and check-in and (d) accounting and reporting. The subsystems depend one on the other for input and output to fulfill specified requirements. For example, the order subsystem could not operate alone: it requires the verified information supplied by the preorder search system. For illustration purposes the receiving and check-in subsystems of the acquisitions system are used to emphasize the interface between and among the systems. The operation of checking in books carries with it the functions of comparing the on-order slip with the book when it is received. A decision is made on whether or not the book and the on-order slip correspond. If they do not, action is taken so that the slip and the book are referred to the other subsystems for review and followup. If the two subsystems correspond, the resulting action is the proper stamping of the book and

FIGURE 3-4
ACQUISITIONS
SAMPLE MODEL SYSTEM

forwarding it to the cataloging system along with the appropriate bibliographic information. This type of cooperative systems effort could greatly minimize time delays and improve the efficiency of the library acquisitions system.

The same process could be applied to all units operating in the library system. For example, detailed flow charts outlining the cataloging process, circulation procedures and reference services could be prepared. Such flow charts would identify the major inputs into the system and corresponding outputs. From this information, a comprehensive feedback system that would permit the readjustment of inputs to obtain the desired outputs or services in the library could be developed.

In summary, the application of systems management to the ULA library system should (a) reveal an overview of the goals and objectives of the entire library system, (b) identify the major subsystems in the library, (c) establish standardized procedures, (d) encourage centralization of specified functions and (e) improve efficiency of the library system by allowing automation of appropriate functional areas of the library.

The adoption of the systems management approach and the proper orientation of librarians could greatly enhance the effectiveness of the library system. Because of the complex organization that exists within the ULA structure, systems management would seem to offer great opportunity for improved efficiency and effectiveness.

TECHNICAL SERVICES

The functions of a technical services subsystem involve a wide variety of activities. The efficiency and effectiveness of the library system depends upon the quality of service from this subsystem. Technical services include many detailed activities associated with accounting, budget monitoring, acquisitions, cataloging, binding, documentation and reproduction services. These internal services must be of high quality in order for the output services of the library to be effective and useful.

Accounting*

Very few libraries have a sufficiently detailed picture of cost accounting for their present operations to support the systems approach to management. A good accounting system is a prerequisite for the development and support of adequate budgets and for the evaluation of alternative services. An adequate, detailed accounting system with appropriate encumbrance features would be the basis for improved fiscal practices. The accounting system should be designed to be continuing rather than intermittent: it should be concerned with the total library and not some detailed aspect of it, and it should relate cost to

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*Op. cit., 3.3.2., technical processes.

**Op. cit., 3.3.3.1., programming and budget execution.

effectiveness rather than being concerned with simply one or the other. Such an accounting system would be a management tool of great value to the librarian in the control of the day-to-day activities of the library.

An accounting subsystem should include costs for various units of the organization together with the procedure for processing, reporting and acting upon the resulting data. It should include provisions for representing all sources of cost including salaries of staff and administrative personnel and all categories of expenses including acquisitions of books, serials, supplies, repairs and replacements, equipment and facilities operation. The subsystem should also include a procedure for auditing and evaluating the efficiency of the accounting system.

Ordering and Acquiring Materials.[5] Acquisition and ordering involves receiving requests for materials; verifying descriptions; ordering, receiving and paying; physical preparation of materials; and following the status of the item from initial request through cataloging until it reaches its final destination and all documentation is completed. This process involves the ordering of all library materials including monographs, serials and other printed materials as well as nonbook materials such as microforms. Appropriate input to the fiscal subsystem for encumbrance of funds and control of expenditures, and for statistical data and support of library management should also be provided.

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[5]Op. cit., 3.3.3.2., acquisition of the book stock.

These functions are adaptable to and may be efficiently carried out by a computer-based system. A computer-based system could reduce the manual workload by facilitating the bibliographic verification process, determining if titles are on-order or are in-process, generating the purchase order, encumbering the appropriate funds and generating bibliographic information needed in the cataloging process.

Claiming is an area where an automated system could also be helpful. Claim notices on overdue orders could be printed at specified intervals and mailed to the appropriate vendors. Other useful end products of an automated acquisitions system could include the automatic production of spine labels and book pockets, prepunched book cards for use in circulation and machine-readable bibliographic data for the development of a holdings file for the library.

In general, the initial ordering and follow-up procedures for a serial system parallel those for a monograph. There are, however, several features that are unique to serials records. The continued receipt of successive issues of a serial and the recurring necessity for renewing subscriptions are points of departure from monographic acquisition. Another point is in cases where serial publications are a benefit of membership in an association or a society. Moreover, the system should be sufficiently flexible to indicate name changes in journal titles and to maintain information on sets of successive issues bound in volume. In almost all other cases, the functional procedures for acquiring serials are the same as those for a monograph.

In summary, the functions of an automated ordering system could be thought of on three levels: (1) processing of specific clerical functions, such as preparation of orders, posting to fund accounts, preparation of reports; (2) monitoring of the flow of materials through the system, based primarily on the maintenance of an in-process file and an on-order file and (3) assistance to management in the development of various reports related to monograph ordering, preorder searching, and maintaining and monitoring the serial system.

Cataloging *

The cataloging function involves the process of classifying materials in a meaningful way to facilitate retrieval by the user. The most frequently used classification systems are the Library of Congress and Dewey Decimal systems. Many libraries have made the decision to convert their holdings to a single classification system. A majority of these libraries have made the decision to convert to the Library of Congress classification system in order to take advantage of the several features that this system offers.

These university library systems are standardizing and centralizing the cataloging process for all branch libraries. Under this type of standardized system, university libraries have been able to improve the cataloging process, reduce cataloging costs, reduce time delays in cataloging, utilize personnel more efficiently and improve the

* Op. cit., 3.3.2., technical processes: cataloging.

quality of the entire library system.

Card Catalog. Catalogs can be produced in a variety of forms--card form, book form, microform or magnetic tape form. The choice among them is determined partly by the function the catalog is to serve and partly by the relative difficulty in the production, maintenance and dissemination of each type of catalog. The university library system may have one or more forms of the catalog. There are obvious major differences between the catalogs previously mentioned and their functional uses. Catalog cards are separate physical entities; book catalog entries are always a part of the large physical entity, the printed page; microforms may be either. These differences exert a great impact on catalog design. For example, it is usually readily apparent in a card catalog when one entry ends and another entry begins. In a book catalog, on the other hand, it is important that the layout of the page be designed in such a way that each individual entry may be identified so that it can be easily scanned.

The content and organization of book, card and microform catalogs may be quite different. The amount of information on a catalog card is not directly related to the cost of maintaining that card in a file. This is not the case with the book catalog entries or microform. The question of the format of entry, the content of the entry and its layout on the page are important considerations in book catalogs and microforms. The production and maintenance of each form of catalog involves a different set of problems. Card catalogs can be up-dated and

maintained more rapidly and less expensively than the other forms, because the interfiling of new entries does not require rewriting the entire catalog. Book form and microform catalogs therefore require the issuance of supplements. On the other hand, multiple copies of book form and microform catalogs are economical to produce and can be made available at widely-distributed points. The ability to develop and maintain catalogs at various points on the ULA campus is important. Book catalogs or microform catalogs would greatly improve the efficiency and effectiveness of the ULA library system. Under a centralized cataloging system at ULA, it would soon be possible to generate computer-based cataloging information for the various libraries serving the ULA system. The centralization of the cataloging process and the adoption of a single classification system would make it possible to produce a computer-based union catalog without difficulty and at a reasonable cost.

Once the concept of centralized cataloging and processing has been adopted, the problems of maintaining and disseminating cataloging information will be minimized. The standardization of the cataloging process will make it possible to generate computer-based catalogs in any form desired by the ULA libraries. This could greatly increase the efficiency of the system.

Binding

All academic library systems maintain a collection of serials. Since serials are issued on a frequent basis, it is difficult to set

appropriate bindery patterns. The bindery section of library technical services should develop a system that can cope with the following functional problems: (1) maintaining records of bound and unbound serials, (2) determining which serials should be bound, (3) recording binding patterns and frequencies for bound serials, (4) follow-up on the binding process, (5) the preparation for indexes and cover sheets, (6) determining missing issues, (7) providing binding information such as color, style, cover structure, etc., (8) generating spine labels and monitoring the bindery process.

Since many of these functions are repetitive search procedures, bindery records afford an excellent opportunity for application of a computer-based system. The computer is able to maintain comprehensive records on each serial in the library. The computer can be programmed to provide the necessary information concerning the binding process. Once a computer-based system has been established for binding, it is an easy process to continue to maintain such a system.

A side advantage of maintaining a computer-based binding system can eventually result in the development of a union list of serials. Libraries often wish to maintain an index of their serials holdings of all of the libraries in a particular geographic area, or in a particular scientific, technical or academic subject matter area. If a comprehensive computer data base has been developed for the binding process, the computer can quite easily and economically be used to prepare union catalogs of serials.

Documentation *

Documentation is the field of library science that involves presentation, location and communication of recorded information. Documentation encourages origination and transmission of information and promotes utilization of information. The documentation subsystem of a library attempts to define what should be communicated, to whom and how. Documentation stresses efficient and effective information handling rather than perfect and complete control. The documentation process attempts to (1) maximize use of information, (2) maximize accuracy of information, (3) maximize efficiency of information handling, (4) minimize cost of information, (5) optimize pertinency and flexibility of information and (6) optimize timeliness and location utility of information. These goals are achieved through information management and control by use of rules and procedures involving language and decisions applied to recorded knowledge. Two very important steps in the documentation process include indexing and abstracting.

Indexing is usually considered an intellectual task. This task involves a human being able to read a document and analyze it from the viewpoint of how others would retrieve the document. In order to accomplish this task a set of rules must be used by the human indexer

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* Op. cit., 4.2.1., information and documentation.

to constrain him to identification of acceptable descriptions of the document. Indexing systems may cover a large continuum of procedures including a few key words for each document to complete inclusion of all words in the document. Document retrieval power is a function of this depth of indexing.

The establishment of an indexing system is a difficult problem. An indexing system must have a set of procedures and rules for the establishment of a controlled vocabulary, a syntax relationship and a controlled format. The controlled vocabulary refers to the set of words in use and the meanings assigned thereto. Syntax refers to the grouping of vocabulary words into a larger unit to expand the descriptive power of the vocabulary. Format is the positioning of word groups within the document.

Once these three areas of indexing have been identified and rules established, a system could be developed that would permit computer-based indexing.

Abstracting is the process of summarizing an original document which shortens it by using a different combination of words. Abstracts are used quite frequently to (1) save storage, (2) save user's time, (3) perform analysis of information, (4) save cost of materials, (5) expedite timeliness of information, (6) make dissemination easier and (7) maintain a constant viewpoint. Several abstracting procedures are available today such as (1) word elimination, (2) rewrite, (3) summaries, (4) outline and (5) analysis.

The abstracting function of a library can be very helpful to patrons. Many libraries provide abstracting services on journals and technical documents that are of special interest to their clientele.

Reproduction

Every academic institution requires reproduction services to support its programs of teaching, research and extension. Many forms and levels of reproduction services are required for full support. These include printing services, microfilming and photographic services, production and reproduction of audio and video tape recordings and distribution services for these materials. There are a variety of organizational and administrative arrangements possible for these services. It would seem, however, that a documentation and reproduction center which could serve the documentation function, provide editorial services to faculty, coordinate printing and bindery services (including operation of the facilities), provide microfilming and other photographic reproduction services, and duplicate and distribute audio and video tape recordings would be an important and valuable addition to the library system and the teaching, research and extension programs. This center could serve as a nucleus for a network of such centers in other universities which would facilitate exchange of materials throughout Venezuela.

Op. cit., 4.2.1., other services.

USER SERVICES*

Circulation**

The function of circulation, or loans, in an academic library should involve the development of rules and regulations designed to satisfy several criteria. It is the responsibility of the library system to protect the resources of the libraries for the benefit of present and future users. It is the responsibility of the library to assist every user in locating and using the resources needed to complete his task. To do this, the library must establish rules which will assure that needed materials are either available, or can be secured from other libraries. It is the responsibility of the library to support and encourage scholarship not only on the local campus, but in other universities as well. Rules and arrangements should be made to provide access for other scholars to their own resources, and at the same time assure access for their scholars to the resources of other libraries. An academic library also has a responsibility to support the educational needs and activities of citizens not actively pursuing work in the institution. This need is met by providing access to resources to non-students.

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*Op. cit., 4., library services.

**Op. cit., 4.1., loans.

To satisfy all these needs may require different sets of rules for different categories of users. The primary concern should be to maintain a balance between access to and protection of the resources that will permit the library system to function, maintain itself and allow orderly growth.

Reference

An academic library exists to provide reference materials to the scholar and to provide services which will help the scholar to locate the materials he needs. Reference, consequently, can be identified as the primary function of a university library system. Collections may be divided according to disciplines; dispersed in many locations, exist in different formats but still it is the user consulting the material that fulfills the purpose of the library. Every librarian and supporting staff member should understand this fundamental concept and be trained to provide reference service of the highest possible quality to the user.

Periodicals

An academic library is to support the programs of teaching, research and extension of the university. Books are a primary resource for undergraduate instruction and some graduate instruction. The time lag, however, between discovery and reporting in books becomes a

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[5] Op. cit., 4.2.1., reference.

critical factor in the research program, in much graduate instruction and in some undergraduate instruction. Periodical publications serve to meet the need for more rapid reporting and dissemination and provide the primary resource for the above categories. The proliferation of journals in many fields has made the use of abstracting services almost mandatory if the scholar is to keep abreast of discovery in his field. The periodical collection--including abstracting services--should be a major component of the academic library and receive a major portion of the budget allocation for resource acquisitions.

Media Retrieval

The new technological developments in audio and video recording have made these media much more valuable to the instructional program and more economical to create at the local university level. The academic library, because of its schedule of open hours and the presence of other related materials, provides an excellent location for the incorporation of media retrieval centers in its program. Such centers in the library extend the effectiveness of the mediated instruction by providing easy access to other resources to which the user can refer. In many cases users who are not in the habit of library use are in turn introduced to the library and its educationally enriching materials by their initial involvement in the media retrieval center. The operation, indexing, cataloging and circulation of these media materials are natural extensions of existing library functions.

Microform Collection

There are two major reasons for the rapid growth in the use of microform materials in academic libraries, storage and economy. In the case of Latin American university libraries a third might well be added, ease and cost of transportation.

In a growing university with an expanding curriculum, a serious problem for every library system is the acquisition of journals--and their back-runs--to support new academic programs. Microforms provide, generally, a feasible, economical solution. In the area of the humanities extensive collections of very rare and valuable early imprints are available in microform for a fraction of the cost and required shelf space for even a small fraction of the collection. New services to report scientific research in microtext would seem to offer a way to reduce the time lag even more. Every academic library should explore the value and role of microforms in its operation.

Library Orientation*

As was stated earlier the primary function of the library is to bring the user and the material he needs together. In order for the user to secure the desired material he must know how to locate it

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*Op. cit., 4.2.1., orientation.

himself or wait for reference assistance from a librarian. Since there are many times as many users as there are librarians this is time-consuming, wasteful, frustrating to the user and repetitive and boring to the librarian. Orientation programs should be designed to acquaint the user with all rules of the library system, how to locate and secure materials, available services of the library system and how to get specialized assistance when needed. Centralization, coordination and standardization of rules of all libraries in the library system will permit the development of a single orientation program to acquaint every student and professor with the entire library system. Such a program could be mediated for self-instruction, offered as a required course in the Ciclo Basico, and/or taught in small classes for transfer students, graduate students and professors.

Copy Service

Serious problems among university libraries generally are mutilation and theft. Easily obtained, economical and rapid copy services (either staff or coin-operated) offer a very practical solution to reduce these problems. There seems to be a positive relationship between cost, ease and speed of service and the level of mutilation and theft. If the cost is high, some will say they cannot afford it. If the speed is too slow, the impatient will rip and run. If it is difficult to locate or to get access, the unmotivated will not make the effort. Every library should have such copy service available to its patrons.

ARCHIVAL AND SPECIAL COLLECTIONS

University Archives

Every institution has official records, correspondence, papers, special manuscripts and other items relating to the history of the organization. These documents are of importance historically as well as for institutional research purposes. They should be cataloged to facilitate their retrieval. They should be preserved for posterity.

Special Collections

Rare and Ancient Books. A university is charged with the responsibility of recording, preserving and transmitting ideas to existing and future researchers and scholars. A university through gifts, purchase and deliberate searching acquires books which may be extremely rare because of the limited number of copies published, priceless because of age or special binding or valuable in content. It is the obligation of the institution to maintain the physical existence of these resources. Usually, no other institution or group will be charged with or undertake these types of preservation activities.

Manuscripts. Persons of local, regional or national fame and position often preserve their personal papers and correspondence. Writers also retain manuscripts of works which they publish. Fither these persons or their descendants dedicate these important papers to

libraries for research. Universities are the recipient of these valuable resources. Acceptance requires accountability for them. This includes preservation, cataloging, storage and accessibility.

ULA Publications. A university is a community of scholars. They are the principal contributors to knowledge in the following areas:

1. Works of ascension. Major research papers are prepared by instructors in the various Faculties as requirements for promotion.

2. Theses. Academic research required in the completion of graduate degree programs at a university provides sizable quantities of pertinent information within the various Faculties, schools and departments. These are helpful for future students and have value for the practitioner outside of the academic community.

3. Research reports. Research by ULA faculty, visiting professors, regional and governmental officials and others generates data on a continuing basis. These data are valuable in instruction and extension activities. Many contribute greatly to the development of the human and physical resources of the Republic.

These research efforts of ULA are worthy not only of preservation but for dissemination to other groups of Venezuelan scholars. It is the responsibility of a university to exercise a concerted effort to share these data.

University Publications. Many publications required for the operation of a university are published on a regular basis. They are often produced by Faculties, Office of Student Affairs (O. B. E.), Institutes,

special consulting groups and others. If the university collects these items, they will prove to be valuable both as archival and historical material reflecting the development of the university.

Government Documents. Various branches of government print and distribute official records of their activities. Official documents include local, state, regional and national level publications. They also encompass those of foreign origin. International documents which record and distribute activities of several foreign nations working jointly together are available. Some international groups are the Organization of American States (OAS), PanAmerican Union (PAU) and the United Nations (UN). The strength of this collection is an enhancement to any library and university program.

Low Usage Collection. Some works become obsolete by reason of use and/or pertinency. These have value for historical research and archival use. Appropriate housing apart from the heavily used collection is generally more acceptable than storage with the regular circulating collection. It is the obligation of the university to preserve those deemed useful in a low usage collection. Bibliographic accessibility is necessary but physical access is not required.

SPECIAL SERVICES

Textbooks in the Library

Any book required by a faculty member for a specific course and which is to be used on an individual basis by each student is, for the

purpose of this study, considered to be a textbook. Multiple copies of such books should not be purchased by--nor housed in--the library. They should be kept in a depository designed specifically for textbooks. It is possible for a selected title to be identified as a reference book in support of other courses and a limited number of copies could be placed in the library for general use.

Ciclo Basico (Basic Cycle)

The Basic Cycle is a series of courses required of all underclassmen. These courses reach into all Faculties. Consequently, students are introduced very early in their academic career to various academic disciplines and instructors in those areas. Since textbooks comprise only an introduction to the literature and resources of the discipline, it is appropriate that students have access to all literature available for their studies. Basic Cycle library support should be available to each student in his pursuit for knowledge.

Extension*

A university library system, as mentioned earlier, has a responsibility to assist any citizen in satisfying his needs for educational materials. A university library is not, however, a public library and should not attempt to satisfy the needs for general information or recreational

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*Op. cit., 2.3., extention.

reading. Such an effort would further dilute the resources for acquisition of materials. A unit within the library system should have the responsibility for locating and making available to the citizens of the area such materials as will satisfy their legitimate educational needs and are in the university library system collections.

CHAPTER IV

PROPOSED STRUCTURE FOR UNIVERSITY OF LOS ANDES LIBRARIES

The purposes of an administrative structure for a system of library management were conceptualized in Chapter III.* This structure was identified as the means whereby all components and units of an organization may communicate and cooperate together in a concerted effort to achieve institutional goals with maximum efficiency and effectiveness. The organizational plan which will assist the University of Los Andes to achieve this concept is detailed in the chapter as follows: (1) Organization of Library Services, (2) Proposed Structure and Functions for Libraries and Technical Services and (3) The Library at Nucleo de La Hechicera.

ORGANIZATION OF LIBRARY SERVICES

Organizational structure **

Executive Director. The effectiveness of an organization is enhanced by providing central coordination for the activities in which

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* Appendix A, Terms of Reference 3.1., objectives of the system.

** Ibid., 3.2., organizational structure.

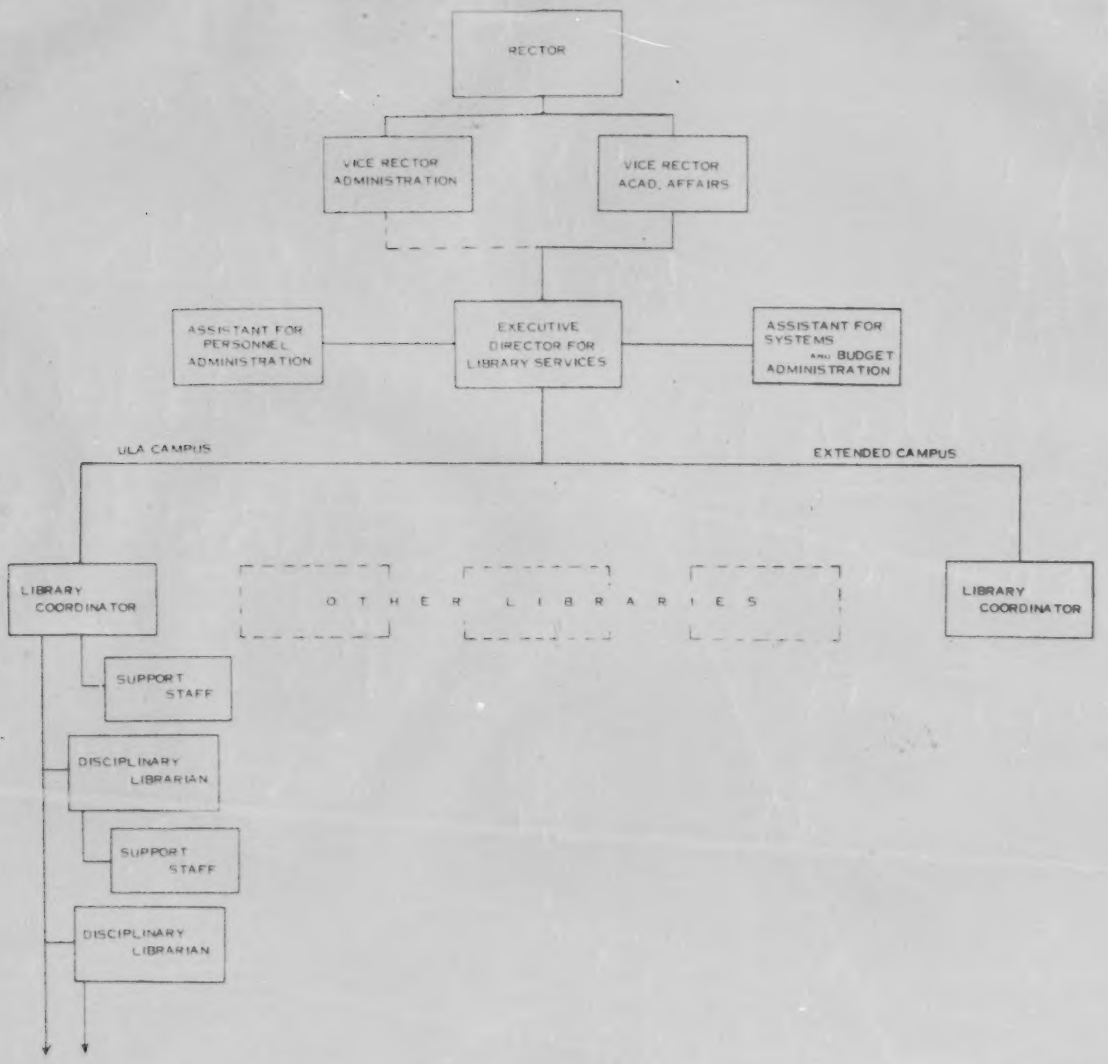
the unit is engaged. The libraries at ULA will have a number of leaders at various levels of coordination and supervision, however, one of these leaders must have delegated authority to serve as head of the group. If this basic principal is ignored, the libraries cannot achieve their purposes for division of central leadership will prevent the coordination of activities.

Libraries are a vital segment of the instructional program. The administrator must be at the level of the others who provide leadership in the academic disciplines. Interrelationship must exist between Deans of the various Faculties and the chief librarian. Knowledge and communication regarding instructional support, library resources development, new programs, instructional methodology and program awareness is essential in the office of the librarian. Otherwise, proper allocation of personnel, distribution of funds and library program and resources development cannot be achieved.

A title appropriate for this administrator is Executive Director for Library Services. The Executive Director will report directly to the university official who is responsible for the administration of academic programs. There must also be a close working relationship with the university administrator who deals with financial matters. This is illustrated in Figure 4-1.

The total library program is guided by the Executive Director. This involves management of resources including physical, fiscal and human. To accomplish this task many professional staff members at

FIGURE 4.1
PROPOSED ADMINISTRATIVE PERSONNEL STRUCTURE FOR THE LIBRARIES



every operational level of the organization will be required. Each will have expertise in a given field. Among the professional staff, three separate levels are identifiable: (1) assistants to the Executive Director in a staff relationship, (2) Library Coordinators in a line relationship and who report directly to the Executive Director and (3) librarians with a title appropriate to the collection for which they are responsible. These librarians will be responsible to the Coordinator of their library. The entire system is shown in Figure 4-2, Proposed Structure for the University of Los Andes Libraries. The personnel structure which shows staff-line responsibilities is shown in Figure 4-1.

1. Assistant for Personnel Administration.* The most important single area of administration is that of personnel. The Executive Director must consider the necessity for a well-qualified staff of Library Coordinators, Disciplinary Librarians and support staff. The selection of these people and the creation of the climate in which they work constitutes one of the major opportunities and responsibilities of the director. Personnel are the library system. Formal organizational structure, educational attainment, regulations, in-service opportunities and other aids must be developed. However, they are successful only as people make use of them.

The Executive Director must have capable assistants. The Assistant for Personnel Administration is responsible to the Director.

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* Op. cit., 5., human resources.

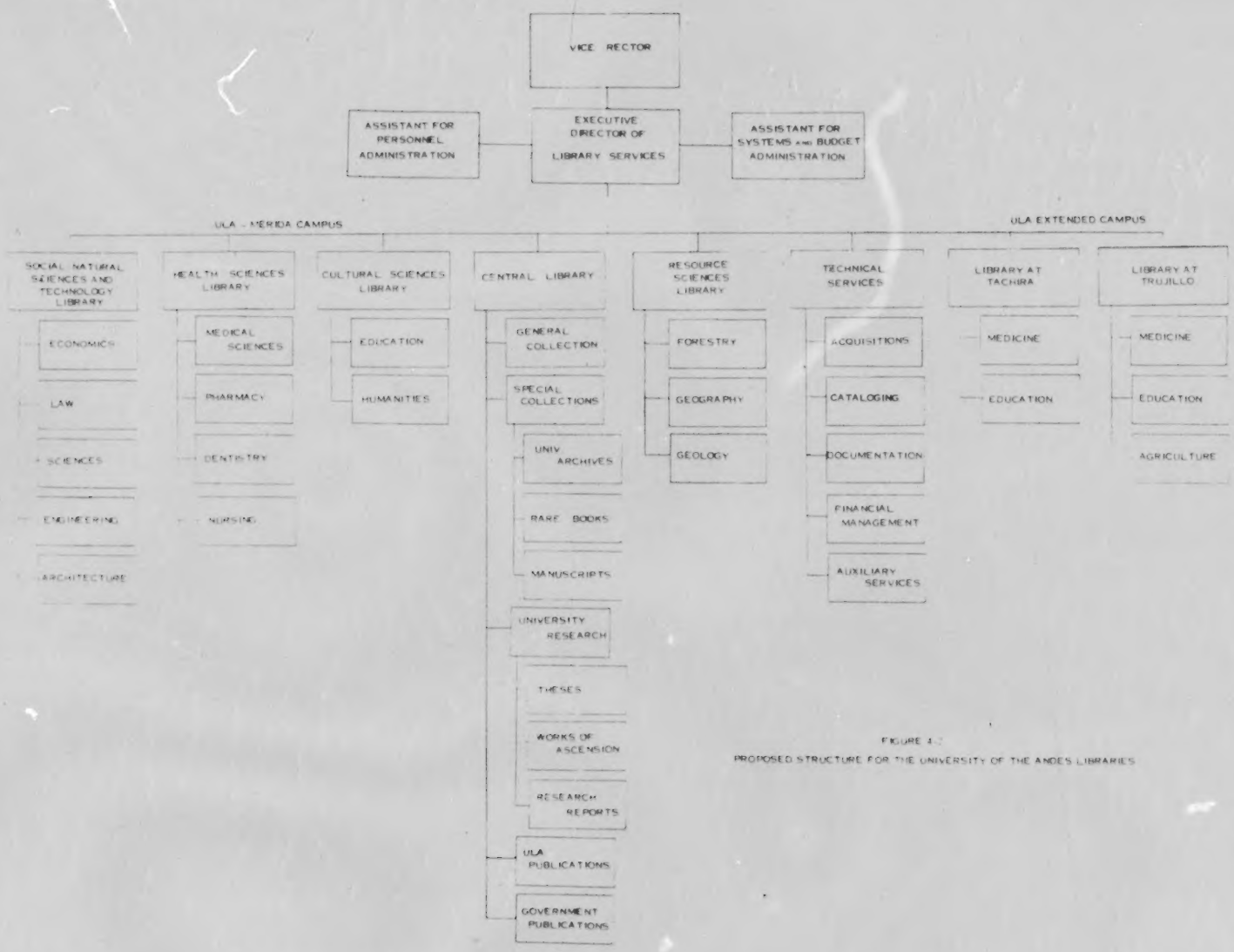

FIGURE 4.2
PROPOSED STRUCTURE FOR THE UNIVERSITY OF THE ANDES LIBRARIES

Both, in collaboration with all librarians who supervise personnel, must identify needs, establish training programs, perform evaluations, study salary structures, provide fringe benefits and create an atmosphere of satisfaction and esteem among the staff.

The office of the assistant is responsible for recruitment, training and retention of personnel. Personnel records must be maintained. Career ascension and status must be under constant surveillance.

2. Assistant for Systems and Budget Administration.* Personnel in an organization must be guided by systematic purposes and plans. The Executive Director must provide this leadership. The systems approach to management provides the means to cope with the great growth, size, complexity and diversity of the libraries at ULA. Many tools must be employed to efficiently plan the growth and expansion which is occurring. Information systems must be established to gather management data. Cost benefit analysis, time and motion studies, work identification and simplification and flow chart techniques are essential. Planning for the more efficient allocation of resources and feasibility studies necessary to make decisions regarding the use of data processing techniques is essential. The Assistant for Systems and Budget Administration must understand library management problems and relate systems approach techniques to the problem solving role. Fiscal control is also essential. This assistant, working with the Executive

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* Op. cit., 3.3.3.1., programming and budget execution.

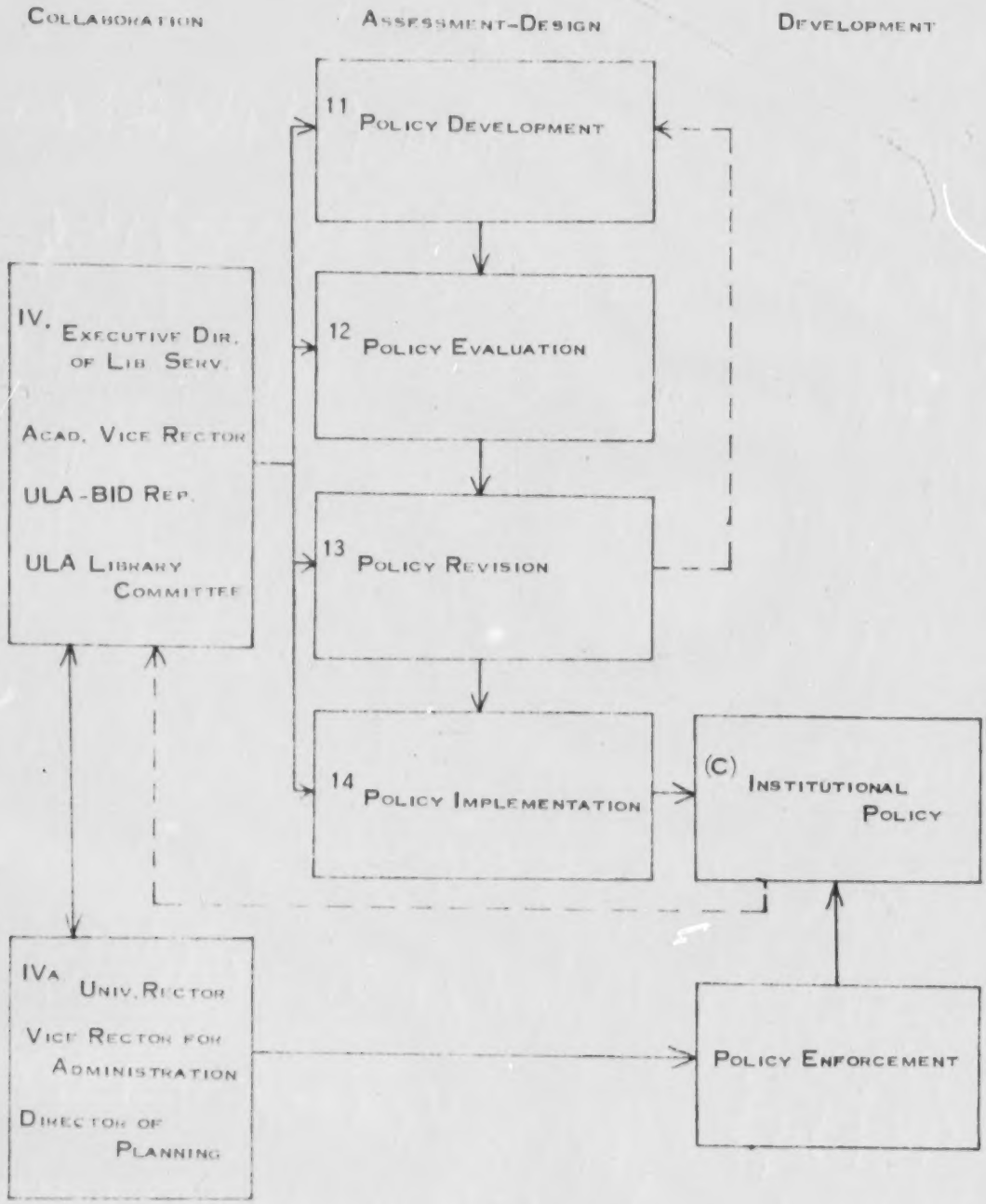
Director must provide appropriate budget administration and accountability. There must be collaboration with the Library Coordinators and Disciplinary Librarians in making proper allocation of funds in support of programs which fall under the supervision of each.

The role then of the Executive Director is to provide the leadership and coordination necessary for the on-going operation of the library system. This leadership will be manifested in two areas, policy development and program implementation.

Policy is necessary for consistency of operation throughout the library system. A model for policy development is shown in Figure 4-3. Policy requires top administrative consideration and support. Therefore, collaboration must come from the Executive Director of Library Services, the Academic Vice Rector, a representative from ULA/BID and a committee composed of Library Coordinators and Disciplinary Librarians. Institutional policy relating to library operations must first be developed, evaluated, revised if necessary and then implemented. Provision is shown in Figure 4-3 which allows for constant policy revision. Policy is ineffective if not implemented. The model shows an enforcement body composed of the Rector of the University, Vice Rector for Administration and the Director of Planning. This facet of enforcement will insure continuity and thrust for the continued development of the library system.

Once policy is established, it must be translated into a workable program. Figure 4-4 shows a system development model.

FIGURE 4-3
POLICY DEVELOPMENT MODEL
ULA SYSTEM OF LIBRARY MANAGEMENT



Program development requires the expertise of the librarians and the support of the Vice Rector for Academic Affairs and the ULA/BID representative. Programs must be developed for specific needs, then evaluated and revised if necessary. Library programs are under constant surveillance and if proven inefficient, may be referred to the collaborators.

Sharing of information and systems is highly desirable. A program dissemination capability is shown in the Figure 4-4 model. Possible recipients are the National Commission on Libraries and Information Service and the National Workgroup on University Libraries. These would, in turn, reciprocate with the National Library System, National Archives and University Libraries within the Republic of Venezuela.

Library Coordinators.* These administrators report to the Executive Director. They are the administrators who directly coordinate the librarians and collections for which they are responsible. The model proposes eight coordinators. Five are administrators of libraries on the ULA campus, one is responsible for Technical Services and there are two coordinators for extended campus libraries.

The Library Coordinator has support staff to provide public services to the users of the library. Services include: (1) collection development including gifts and exchanges, (2) reference services which include documentation guidance, (3) periodicals and (4) circulation, user

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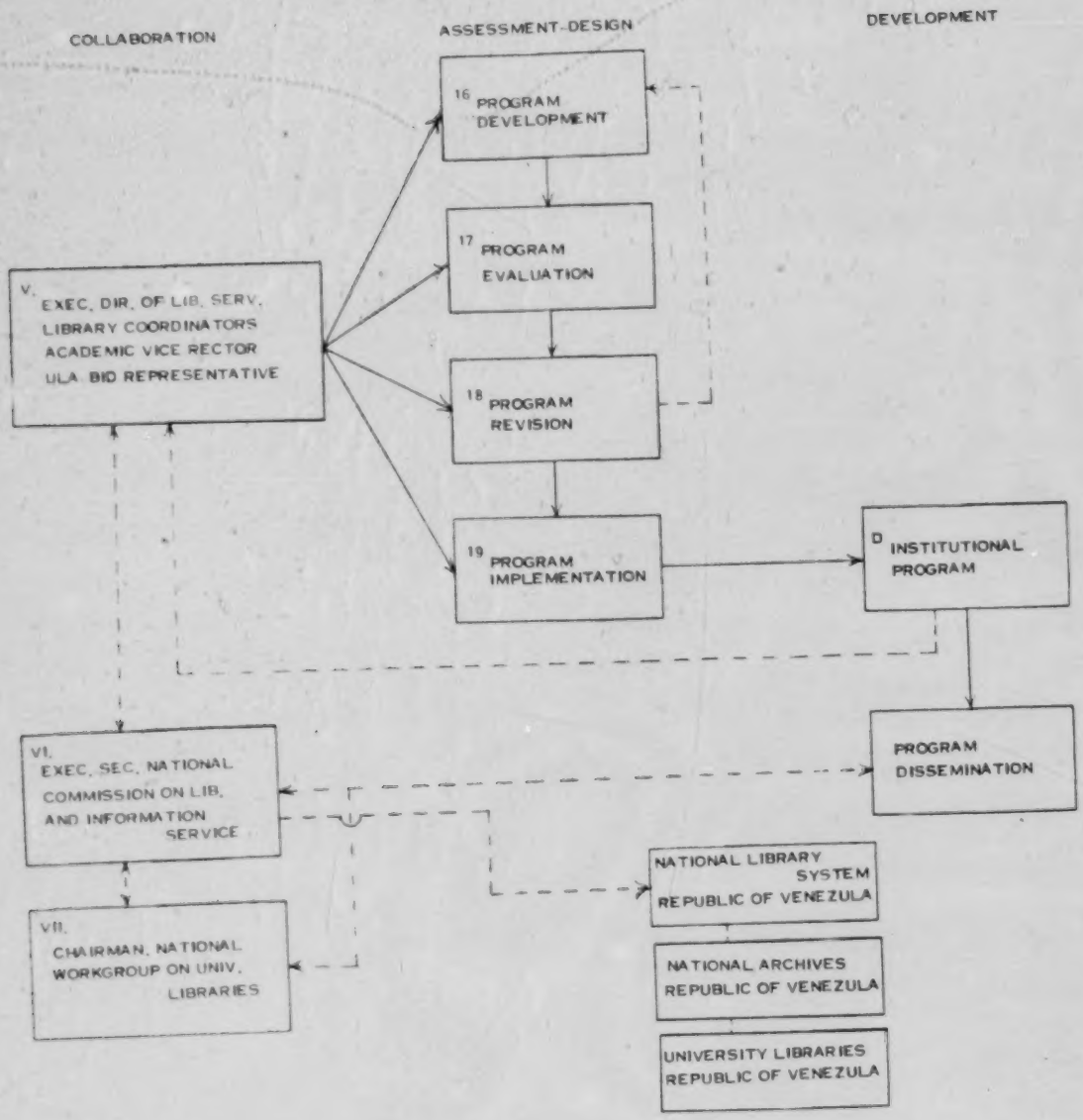
* Op. cit., 3.3.3., administrative procedures.

FIGURE 4-4
SYSTEMS DEVELOPMENT MODEL DETAIL FOR ULA LIBRARIES



control and copy services.

Within the context of these services, the Library Coordinator must assume overall responsibility for the entire operation. This includes custodial care, building maintenance, personnel management, reference services, library hours, circulation services, policy implementation, budget preparation (for their operations), inventory control, program development and overall supervision. The Coordinator has the responsibility to equitably and fairly allocate funds for the purchase of books and periodicals for all Faculties, departments, schools and institutes which rely on that particular library for their instructional support.

There will be a Library Coordinator directing (1) the Library of Social and Natural Sciences and Technology, (2) the Library of Health Sciences, (3) the Library of the Cultural Sciences, (4) the Library of Resources Sciences, (5) the Central Library, (6) the Library at Tachira, (7) the Library at Trujillo and (8) a Coordinator who will administer the centralized Technical Processing unit. The function and responsibilities of this last Coordinator will be discussed under Organization of University Library Technical Services which is discussed later in this chapter.

Disciplinary Librarians.* Each library will house specific disciplinary collections. Each broad disciplinary unit will be supervised by a Disciplinary Librarian who reports and is responsible to the Library Coordinator.

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* Op. cit., 3.3.3.2., process of acquisition of book stock.

Principal duties include collection development, reference service, periodicals and circulation.

1. The effectiveness of a library collection is contingent upon how well the resources relate to the needs of the professors and students. The Disciplinary Librarians are successful in collection building only as they relate to and collaborate with the professors in the various departments. Books must be recommended by professors to the Disciplinarian Librarians. The librarian assists in the selection process in developing an adequate collection. There must also be a well organized system for receiving gifts and exchanging research works with other universities.

2. The effective use of resources is necessary. Reference librarians and staff to retrieve books and other printed material are mandatory in the full utilization of materials. Identification of documents, papers and journals for proper indexing and documentation is also required. Those journals so identified will be referred to the unit on documentation in the Technical Services unit.

3. Periodicals. Magazines and scholarly periodicals are essential for the latest research findings. The librarian will be responsible for acquiring this type of material for the disciplines represented. Holdings lists must be prepared.

4. Circulation, control and copy services.* Each library will be required to develop circulation systems to allow for maximum use of

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* Op. cit., 4.1., loans.

books and other circulating materials. Exit controls must be provided to give security to the collection. Copy Services are essential to allow for maximum utilization of books which are heavily used.

The Disciplinary Librarian is the liaison between the user and the resources. Close relationship is essential. The support staff who work with the Disciplinary Librarian must also be service and user oriented.

Support staff.* Support staff includes all personnel of a nonprofessional level. They are responsible to the librarian to whom they are assigned. The support staff will possess specific skills which will release the professional from performing routine tasks.

A plan with a hierarchical system of classification titles which denote level of responsibility should be considered. This plan allows the novice to be eligible for employment but provides for career ascension through the accumulation of years of service, the completion of formal courses and skills acquisition and improvement. The support staff must be able to progress to higher levels of responsibility and salary.

A hierarchical system would include: (1) a class for hourly paid employees, (2) a class of positions requiring basic clerical skills, (3) a class requiring special linguistic, subject or technical competence, (4) a class of preprofessional positions for persons with at least baccalaureate degrees who aspire to a career in library and (5) various classes of librarians extending from the beginner to the senior administrator.

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* Op. cit., 5., human resources.

Administration *

Fiscal management. The overall financial management of the University is the responsibility of Central Administration which is composed of the Rector, the Vice-Rector for Administration and the heads of the administrative divisions. Operating budgets are finalized by this body and approved allocations are distributed in accordance with budget requests and needs of the various university units.

Library funds are now a sub-unit within the budget of the Deans of the Faculties. In keeping with the concept of a centralized and unified library system, the budget of Library Services should be allocated by Central Administration in exactly the same manner as the budget for a Faculty. The Executive Director of Library Services will administer this budget using the same type of procedures as followed by the Deans of the Faculties.

1. The budget. The most important financial element in the successful operation of the ULA libraries is the budget. Now existing are several small budgets allocated by deans. Libraries hold a low priority in terms of support financially. This must be corrected.

The budget for ULA libraries must be prepared, reviewed, funded and administered as a total unit. It must be an annual recurring, identifiable line item in the university budget. When submitted for review and approval, it must reflect what sums of money the total library

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* Op. cit., 3.3.3., administrative procedures.

system will require for the coming year or biennium for carrying out its total program. The budget should accurately project financial needs for specific objectives. It should separate the proposed budget expenditures into such categories as salaries, books, travel, supplies, equipment and educational allocations for the staff.

Two basic elements should be considered. (1) The librarian should seek sufficient funds in each category of expenditures to support a growing and sound library program. The growth in the enrollment of the university, the adding of new courses and programs and the expansion of physical facilities must be considered. Increased costs for the purchase of books and periodicals and the establishment of merit salary increases for all personnel must be included in budget preparation. (2) The second element represents library planning in terms of educational goals. This is referred to as "program-planning". Often a plan or program cannot be completed in a single year or even in a longer period of time. A time schedule may be required. For example, to standardize the classification system in all ULA libraries would require an extended period of time. Planning costs, added personnel needs, special processing equipment and the need for additional supplies should all be considered for inclusion in the budget.

An adequate budget is essential for both annual operational needs and extended projections for new educational programs within the library and among the various Faculties. The formula which best represents both national and international practices encourages a library budget

equal to five percent of the total operational budget of the university. This amount has the further endorsement of the Work Group of Central University Libraries of the National Council o. Universities. Their recommendation relating to budget is as follows:

> That university authorities consider seriously the necessity of giving to libraries sufficient financial resources in order for them to render services to achieve successfully the important functions of instruction, research and extension. The libraries must have budget support in accordance with international norms.

The international norms which are referenced are the United Nations Educational Scientific and Cultural Organization (UNESCO) standards which cite a figure of five percent of the total university operating budget as desirable. A recent conference of Central and South American librarians and other officials pointed out the extensive need for improvement in library services in Central and South America and strongly suggested that now and in the immediate future ten percent should be established as the norm. Once the libraries have raised their services and collections to a satisfactly level, less than ten percent would be adequate.

2. Budget administration. The principal categories of the library budget are the salaries for personnel, funds for books, periodicals, bindery costs and equipment and supplies. There are no norms to cite in regard to the distribution of these funds. However, wide spread practices internationally indicate an expenditure of 50 to 60 percent for salaries, 35 to 40 percent for books and subscriptions and five percent for supplies, equipment and incidentals. Again, it is well to repeat

that there is no standard formula but the following distribution for ULA libraries seems appropriate:

Salaries	55%
Books	40%
Miscellaneous	05%

The administration of the book budget should be a centralized process. All funds should be under the control of the Executive Director. The Director along with Library Coordinators must assess needs for library materials in all academic areas.

A substantial portion of the book budget must be retained for the payment of annual recurring costs such as journal subscriptions and continuations. The purchase of reference books, bibliographies and indexes must also be included in the budget of the Director.

Additional funds must be allocated to the Library Coordinators and Disciplinary Librarians for the purpose of purchasing books, journals and documents relating directly to the needs of the departments which they serve as librarians. Some of this allocation will pay the annual subscription costs of journals in those areas.

Allocations will also be made internally to departments and schools. These funds may be encumbered upon the request of individual faculty members to the Disciplinary Librarians for purchase of specific resources. These funds must be allocated to departments by the Executive Director and Library Coordinators. The criteria upon which this distribution is made must take into account such factors as the size of the faculty and student enrollment in the department or school, the types

of degree programs, subjective judgments regarding strengths and weaknesses of existing collections, the rate of publication activity in the area, the cost of books in each field, new faculty coming into the area and new courses and programs. Before final decision is made regarding the distribution of funds, consultation with the various academic heads would be desirable.

3. Budget records. The principal purpose of maintaining fiscal records within the library systems is to keep expenditures and encumbrances within the budget plan. There is also useful management data available for use by the Director as follows: (1) to assist in the preparation of future budgets, (2) to plan the wise use of the current budget, (3) to assist the academic units in the wise expenditure of their allocated funds and (4) to serve as a planning tool.

Accurate fiscal accounting for all funds is essential. Responsibility for library monies rests upon the Executive Director and all staff related directly in monetary transactions. The receipt and disbursement of funds requires accountability for all funds to Central Administration and the officers therein who monitor and audit all fiscal transactions.

Personnel management.* The personnel management function is the responsibility of the top administrator in the organization. In a large and complex organization, such as the ULA library system, it is

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*Op. cit., 5., human resources.

generally carried out by a person, or persons, serving in a staff relationship with the top administrator. The Assistant for Personnel Administration will be responsible to the Executive Director for Library Services for the conduct of the library personnel management program.

The person appointed to this position should be one who has had significant experience in a university library and experience or training in personnel administration. The success of any program depends largely on the ability of those engaged in the program to successfully carry out the activities designed to achieve organizational goals. The expenditure for personnel is the largest item of the library budget. It follows then that the function of the personnel manager is critical in both the development of the necessary workers and the effecting of wise expenditures for those workers.

There are five significant activities which will be mentioned here. They are: (1) a comprehensive plan for staff development, (2) the development of training programs and opportunities, (3) the development of job specifications and criteria for advancement which will create a career ascension ladder, (4) a plan for evaluation of all professional and staff personnel which will make the application of such job specifications and criteria equitable and administrable and (5) development of plans to improve the status (rank, salary, fringe benefits) of the professional personnel and support staff.

1. Staff development. The first task of the Assistant for Personnel Administration should be to determine the staffing needs of the

centralized, integrated library system. In determining these needs, descriptions of the role, function, scope, level and task criteria should be prepared for every position necessary in the new organization. The second task will be to match the qualifications--in terms of skills, knowledge and training--of the present staff with these described needs. The differences between the described needs and existing capabilities define the first, short-range phase, of a comprehensive staff development program. The second phase involves the recruitment of individuals with specific training and skills to fill critical needs not met from present staff. The third phase involves development of training programs and opportunities.

2. Training function. Since there is a shortage of trained, specialized professional librarians and a lack of technical school programs for staff training, it would seem that the ULA would have to recruit workers without adequate training and prepare them for entrance level and later higher level positions.

The training function involves two levels of activities. The first level deals with the identification of appropriate formal or informal learning opportunities for professionals and selected supporting staff. These opportunities will range from degree or certificate work in colleges, universities, professional or technical schools within or outside of Venezuela, to workshops offered in other institutions, to visitation to other university libraries within or outside of Venezuela, or to self-study programs for which the library system might provide release time.

A fundamental part of such activities will be financial support, either partial or total, for the person involved in the training.

The second level of training activities might involve both professional and support staff in in-house training sessions (workshops, etc.) provided at the ULA and conducted either by the ULA personnel or by outside consultants. This level of training will be focused on specific skills (use of standardized subject headings, rules of cataloging, filing procedures, etc.).

3. Job descriptions. As the activities under number 1 and 2 are carried out, a catalog of job descriptors, required skills and performance criteria will emerge. It will be the task of the Assistant for Personnel Administration to formalize and codify these informal observations into a structure which will identify and discriminate levels of required knowledge and performance ability which will make possible the development of a career ladder which provides opportunities for rank and salary advancement and a continuing challenge to stimulate all levels of staff. Career ascension is an essential ingredient in maintaining high staff morale, the incentive for personal improvement and the satisfaction of recognition of one's contribution in terms of advancement and salary increase. Such ascension, however, must be earned and should not be a survival benefit. Unearned increments increase personnel costs and do not increase effectiveness or efficiency of the organization. The Assistant for Personnel Administration must assure that awarded increments have been earned and that earned increments are received. This cannot

be done fairly or accurately by intuition. Specific criteria for ascension must be developed.

4. Personnel evaluation. The development of such criteria is the task involved in evaluation. Objective evaluation of the contribution of a worker requires that there be a clear understanding of what is to be accomplished, what activities will be evaluated, what evidence will be sought to measure accomplishment and what level of accomplishment will signify each level in the evaluation instrument. It must also provide a means of reconciliation in the event of disagreement between the initial evaluator and the person evaluated. For evaluation to be meaningful and useful, it must also state what changes are needed to improve subsequent performance. Once an evaluation procedure is instituted, career ascension (promotions, salary increases, etc.) must clearly be related directly and fairly to the evaluation. Nothing is more destructive of morale than to receive a high evaluation and a small increment or a low evaluation and a large increment. The worker must understand this relationship and have trust in the system or it will be ineffective. Developing an environment in which such evaluation can function is a significant task of Personnel Administration.

5. Status. Status perceptions of personnel are a reflection of morale, incentive, job satisfaction and institutional or organizational identification. As noted earlier, status perception for the ULA librarians was low. It will be a major task of the Personnel Administration Assistant to develop plans for status improvement which will improve the

morale, identification with the library system, incentive for improvement, job performance and job satisfaction of all staff members.

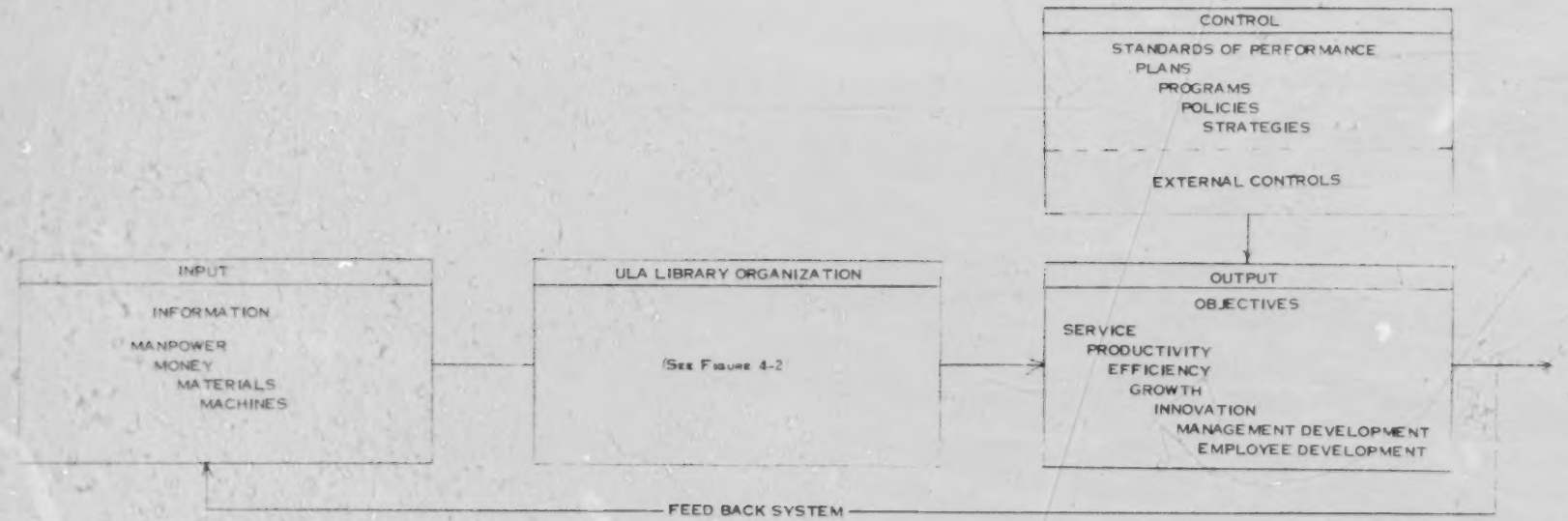
Systems management.* The application of the systems approach to management is necessary at the ULA in order to bring about the desired change in the current organizational structure. The systems approach must be initiated by the Executive Director for Library Services and implemented through his Assistant for Systems and Budget Administration. The Assistant for Systems and Budget Administration can implement the systems approach to management at the ULA only if the Library Coordinators are involved in participatory management. The Library Coordinators must have strong input into the design and implementation of subsystems related to their respective responsibilities. The library organization must be viewed by the various librarians as a system. Each Library Coordinator must understand his or her role in the operations of the total library system.

The Executive Director, his Assistants and the Library Coordinators must understand the systems concepts shown in Figure 4-5, the Organization as a System.

Each person in the library system who has responsibility for decision making and implementation of policy, must understand the systems approach referred to as input/output analysis. As shown in Figure 4-5, the library system must establish a set of objectives for the entire library system and each Library Coordinator must in turn establish a set of objectives for their subsystem. Each library subsystem must have

FIGURE 4-5

THE ORGANIZATION AS A SYSTEM



knowledge of the input resources available for their use. These input resources must be allocated in such a way to bring about maximum efficiency as related to the objectives of the organization.

The Assistant for Systems and Budget Administration, acting in a staff role, will also be responsible for measuring the performance of the library system in compliance with standards that have been developed in a consensus management situation.

Proposed office location

The existing offices for the ULA Library Services should be placed on the third floor of the new library facility located at La Hechicera. The suite should be adequate to house the Office of the Executive Director of Library Services, the Assistant for Personnel Administration, the Assistant for Systems and Budget Administration and support staff. Adequate conference and meeting rooms should be provided.

Organization of University Library Technical Services.*

Existing Technical Services for all ULA libraries will be centralized and reorganized into an integrated model.** The system will use data processing techniques and computer hardware as soon as implementation is feasible The integrated model will be composed of five subsystems within Technical Services The five subsystems will be (1) financial

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* Op. cit., 3.2., organizational structure.

** Op. cit., 3.3., systems and procedures.

management, (2) acquisitions, (3) cataloging, (4) documentation and (5) auxiliary services. These five subsystems will operate in an integrated model as shown in Figure 4-6.

Financial management. * The financial management subsystem will include a plan for the development of an accounting unit which will provide for: (1) a budget process, (2) an expenditure control procedure and (3) an auditing and reporting capability. When implemented, all units of the subsystem may be formatted for a computer based application.

1. Budget process. A centralized budget provides great flexibility for library support throughout the university. Budget should be developed which will provide for orderly and equitable encumbrances of library funds throughout the fiscal year. Account distribution must be determined early in the budget preparation process and encumbrances of library funds must adhere to the approved budget amount. Generally, budget is allocated in three broad categories as follows: (1) Personal Services which includes salaries of professionals, clericals, students and hourly support staff, (2) Current Operating Expenses which encompasses expenditures for travel, supplies, office materials, rental of equipment, insurance, printing and postage and (3) Capital Outlay for the purchase of books, periodicals, furniture, fixtures and equipment.

2. Expenditure control. Accounts for the above mentioned categories must be established for proper monitoring. Internal budget records must be maintained as library funds are made available to Faculties

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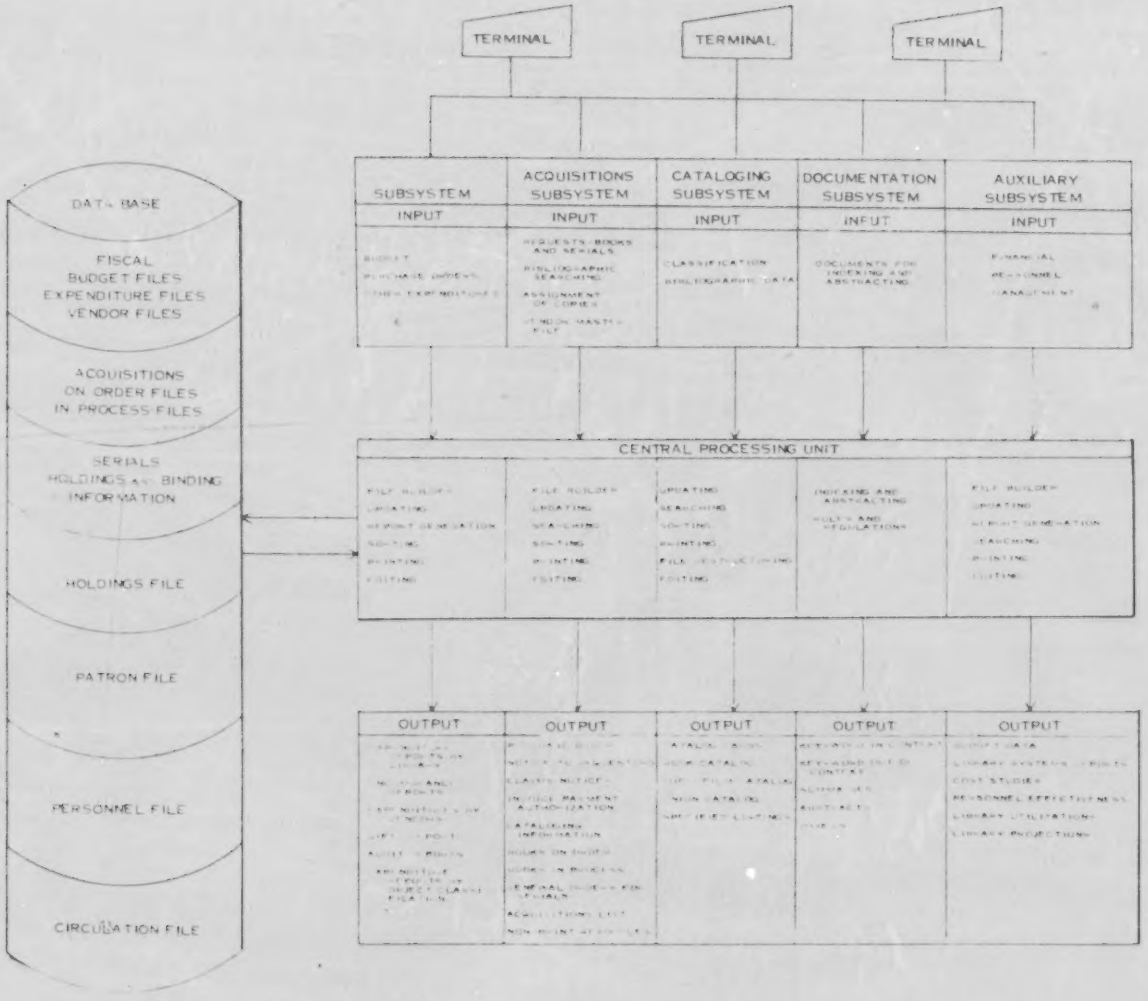
* Op. cit., 3. 3. 3., budget execution.

FIGURE 4-6
TECHNICAL SERVICES INTEGRATED MODEL



and departments for the purchase of resources. The budget should include numeric codes for each Faculty, department, school and institute. These codes should be further subdivided indicating amounts allocated, ordered and encumbered for books, periodicals, serials and other instructional materials.

3. Auditing and reporting. The above described codification systems permits analysis of expenditures and gives the capability for proper auditing of expenditures. The bookkeeping systems will be the total responsibility of Library Services but will be in conformity with university standards and practices.

Acquisitions.* The acquisitions subsystem deals with: (1) the receiving of requests for the purchase of resources, (2) the searching process, (3) vendor files, (4) the ordering process and (5) coding and budgetary function. The acquisitions subsystem is detailed in Figure 4-7.

1. Requests. Collection development is the responsibility of professors and Disciplinary Librarians. Standardized order forms are essential listing author, title, imprint date, publisher and if available, the source where the book or journal may be purchased and the price. This basic information must be forwarded by the professor to the Disciplinary Librarian in one of the five ULA libraries.

2. Searching. It is the responsibility of the Disciplinary Librarian to verify the validity of the order, search holdings records to determine whether copies or titles are currently listed among library resources

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* Op. cit., 3.3.1., book selection.

FIGURE 4-7

CENTRALIZED ACQUISITION SYSTEM—

A COMPUTER-BASED MODEL

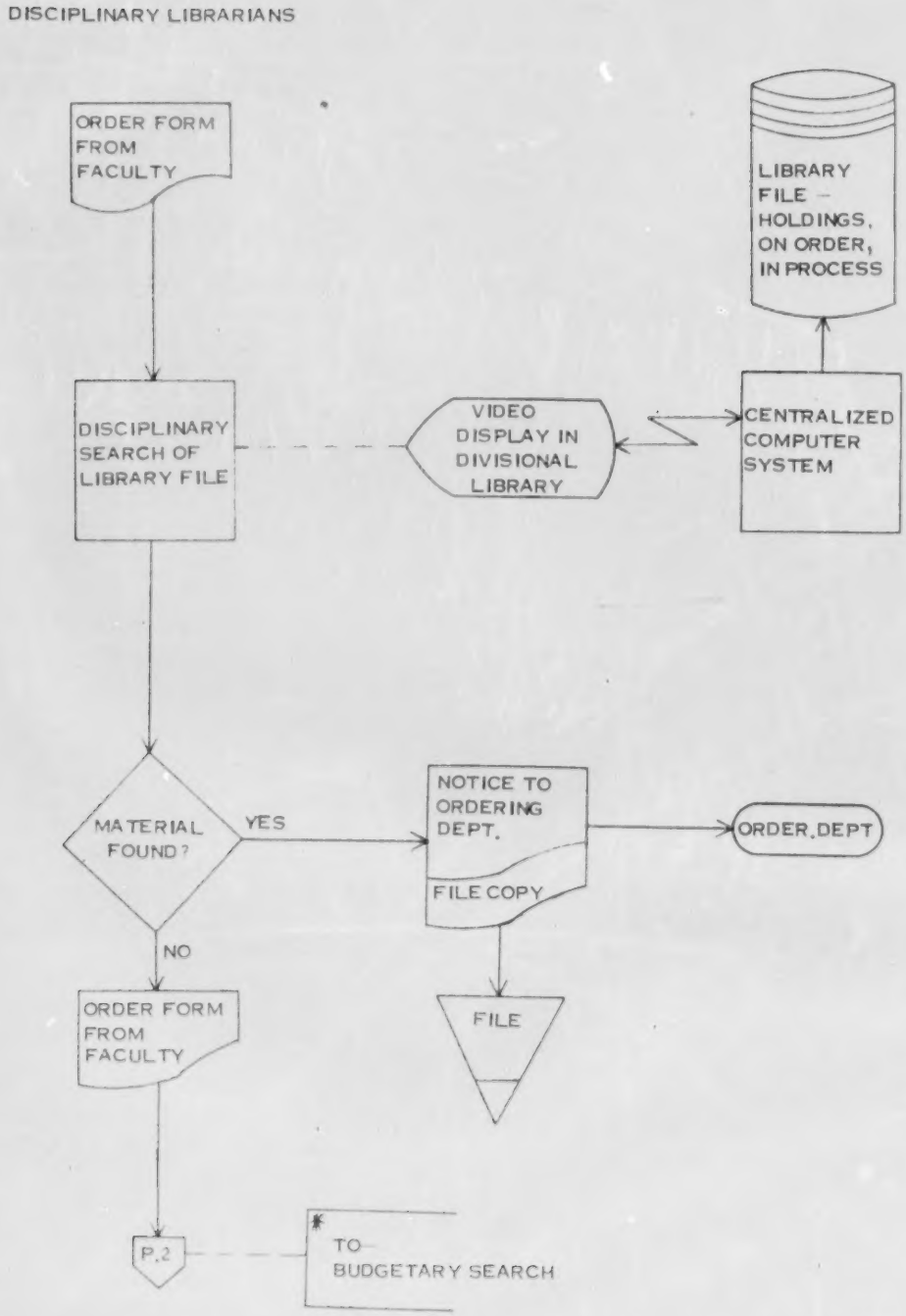


FIGURE 4-7
(CONTINUED)

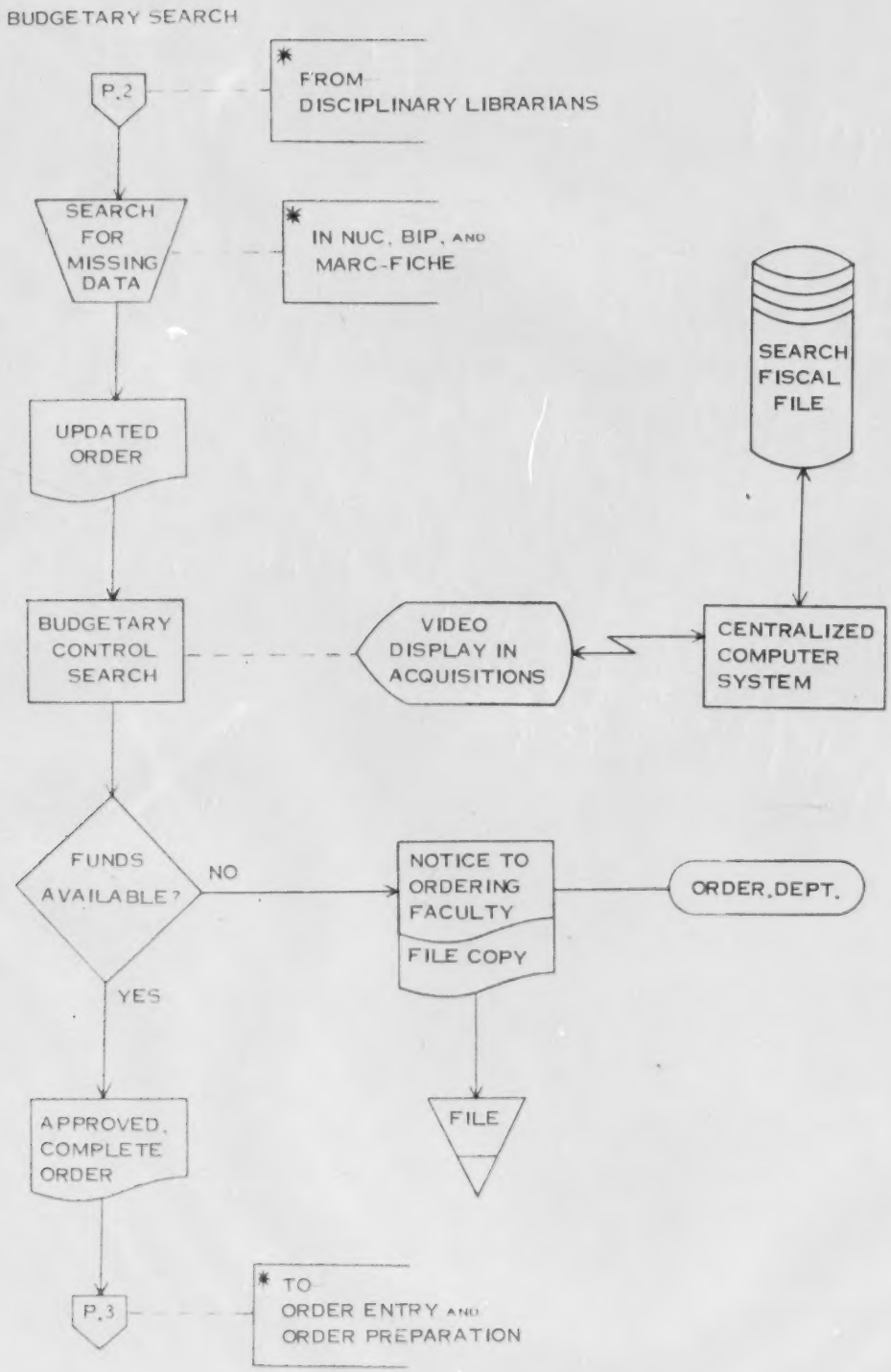


FIGURE 4-7
(CONTINUED)

ORDER ENTRY AND ORDER PREPARATION

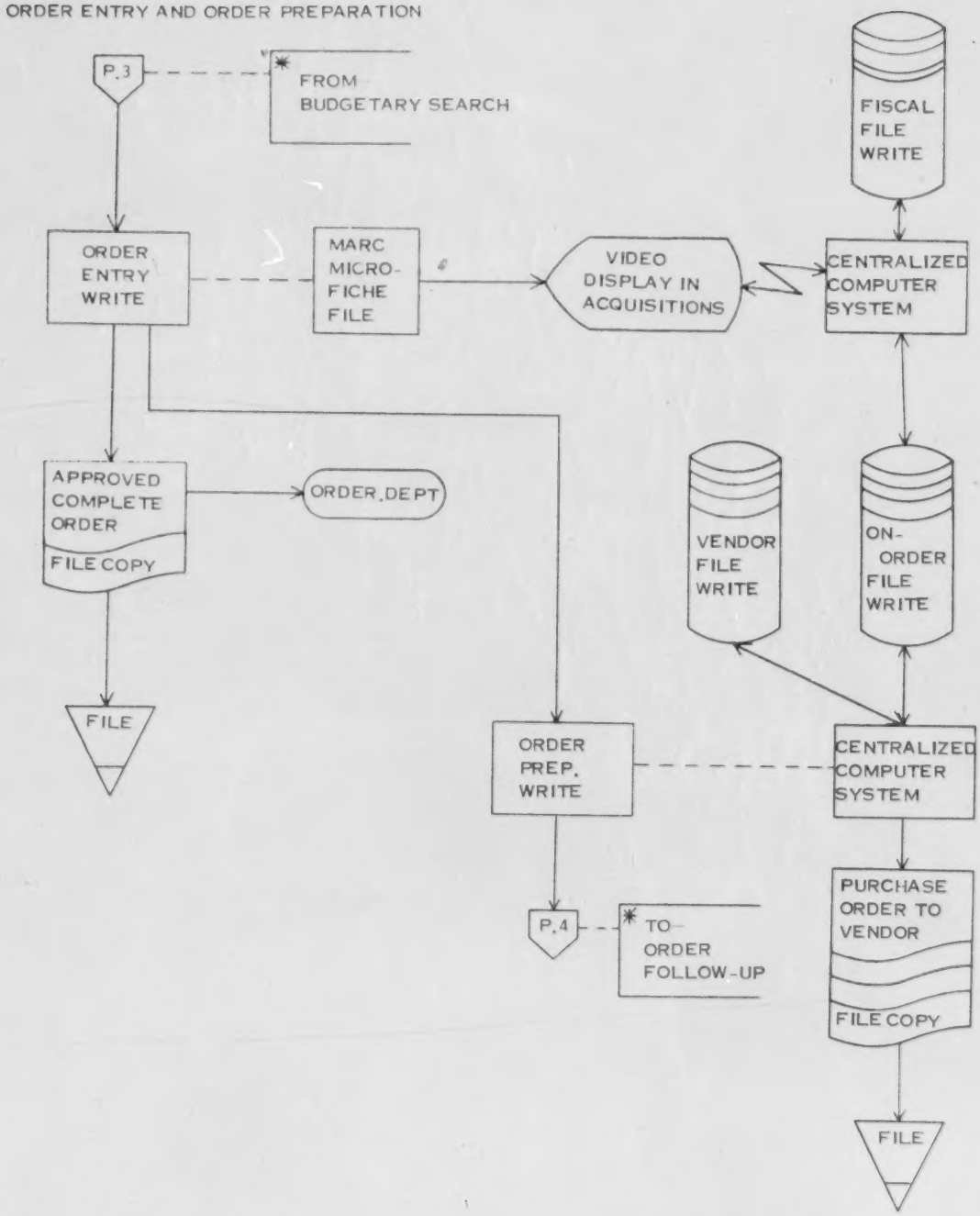


FIGURE 4-7
(CONTINUED)

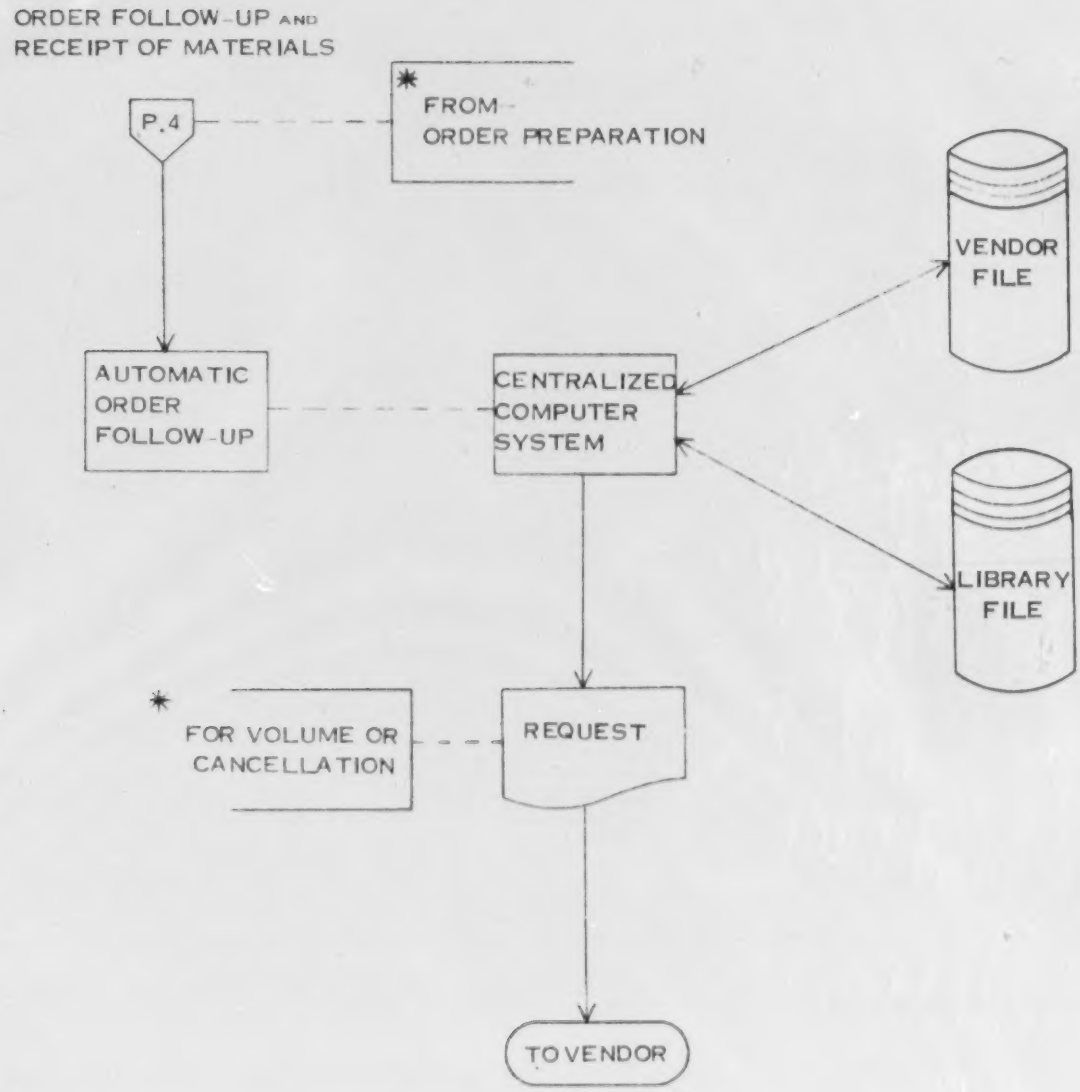
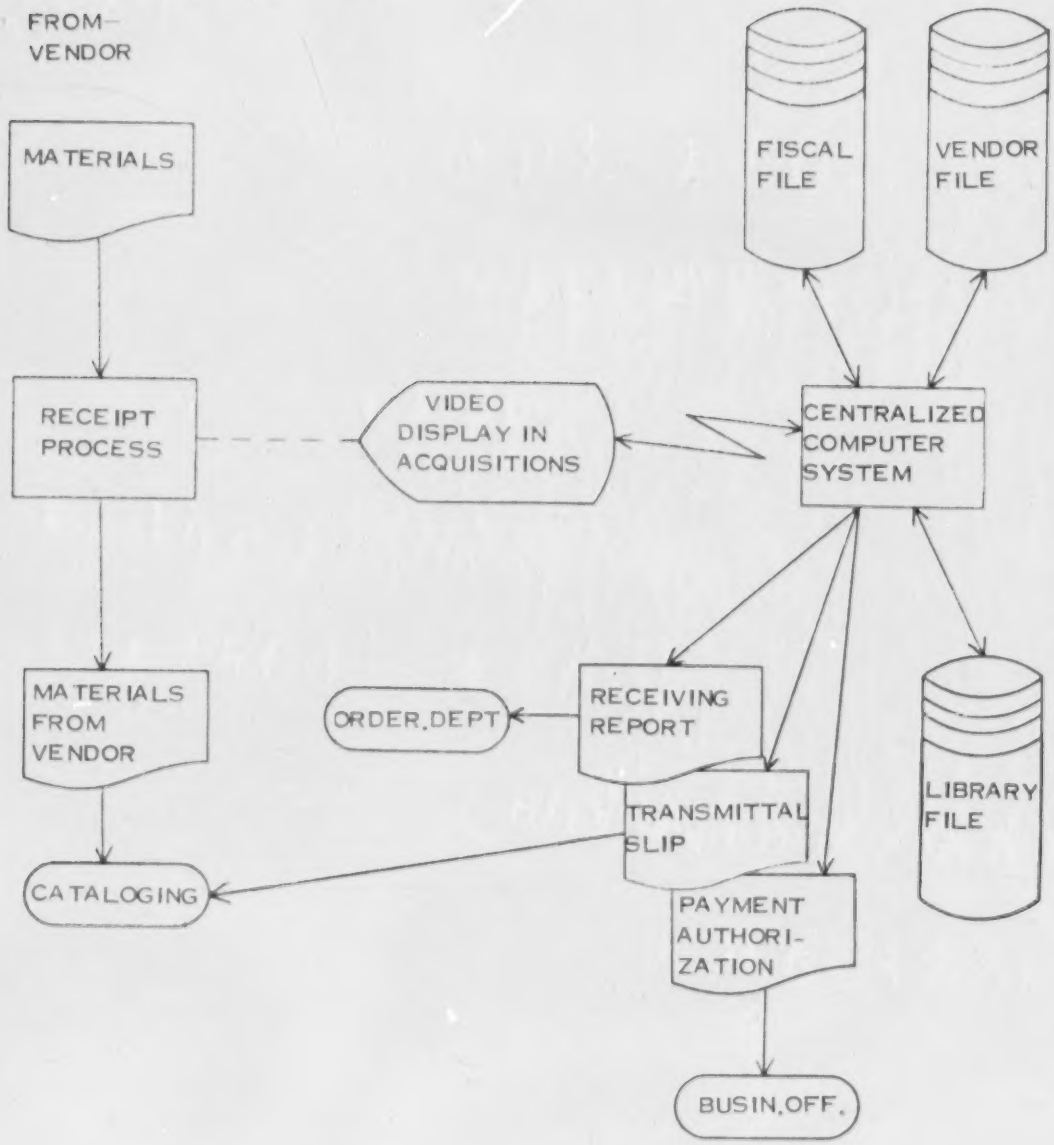


FIGURE 4.7
(CONTINUED)



and forward the request to Library Technical Services for processing.

3. Vendor files. Library Technical Services must determine the source where the book or journal may be purchased. The establishment of a vendor authority file must be undertaken. Certain vendors are found to be reliable, that is, they are receptive to ULA purchasing practices, they maintain an adequate and comprehensive stock of books and they are punctual in their business dealings. The vendor authority file should be under constant development and expansion. Foreign as well as domestic book jobbers must be contacted to insure wider and more comprehensive purchase capabilities for Spanish publications.

4. Ordering. The ordering process has been a great hindrance to ULA library development. Currently, book and periodical requests go to university purchasing for budget encumbrance and order placement. This process hampers the speed at which resources are received. It is essential that this practice be modified. Authorization for the encumbrance of funds and the direct ordering of materials must be placed under the responsibility of Library Technical Services. With budget accountability described earlier and with the expertise possessed by librarians in Technical Services, book orders can be greatly expedited.

Standard requisitions and invoices which conform with existing university purchasing practices are essential.

5. Coding. To insure proper credits and encumbrances, resources purchased must be coded for accounting purposes. As the libraries move toward computer applications, it seems appropriate to generate machine-

readable computer records.

Cataloging.* The centralized cataloging procedure will include the development of a single classification system for all the ULA libraries. This will make possible the production of a union catalog which is critically needed. Library of Congress Classification (LCC) is the most acceptable classification system. It is desirable because materials in most academic disciplines more easily adapt to the larger and more expandable scheme. Some libraries are currently using (LCC). Moreover, (LCC) provides cataloging data in Machine Readable Cataloging (MARC) format which, through proper modifications, could be made adaptable to the ULA requirements and could provide for greater speed and accuracy in processing and consequently greater economy in the processing function. The records of holdings, both retrospective and current, in computer based language, will provide out-put capabilities including catalog cards, book catalogs, microfiche catalogs and other specialized subjects listings.

Documentation.** Most Spanish publications are without indexing and abstracting services. This is not a problem unique to ULA or Venezuela but for all Latin American countries. Research material is in abundance in the Spanish language but cannot be located or retrieved because of the lack of documentation. A coordinated effort could be initiated on ULA campus through Library Technical Services.

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* Op. cit., 3.3.2., cataloging.

** Op. cit., 4.2.1., information and documentation.

Selected personnel can specialize in this activity. A series of computer based routines can be developed to facilitate indexing and abstracting appropriate documents. Initially this activity will be limited. The importance of this function, however, cannot be underestimated. Sharing of these data throughout the Republic is essential.

Auxiliary Services.* The Auxiliary Services subsystem will have the responsibility of maintaining support system records for the library. The functions of this administrative subsystem are grouped as follows: (1) financial, (2) personnel and (3) management.

1. Financial. The Executive Director is responsible for the managing and the accounting of all funds allocated to Library Services. This important function includes budget preparation, control of budget encumbrances, payment for items received and responsibility for the results. Records must be kept which indicate all sources of income and disbursement of funds and to whom payment are made. Records must be maintained to justify these expenditures and data from past experience must be used to determine future needs and projections. These financial requirements require the development, maintenance and use of files of data.

2. Personnel. The library is staffed with professional librarians, clericals, support staff and hourly employees. They must be employed, assigned and paid. Their salary expenditures must be recorded.

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* Op. cit., 4.2.1., information and reproduction.

Personnel reports must be made to government, university and library administrators. All of these functions require the use and maintenance of files of data.

3. Management. The management of a library requires data which can be obtained only from the processing of large quantities of data such as: inventory control, cost accounting, assignment of work loads, planning for production and maintenance of statistics for measurement of performance. This also requires the use of data files.

PROPOSED STRUCTURE AND FUNCTIONS FOR LIBRARIES AND TECHNICAL SERVICES *

In Chapter III, the objectives of the ULA Library Services were conceptualized, "to acquire . . . to organize . . . to protect . . . to preserve . . . to develop staff . . . to administer the resources for maximum utilization in the teaching/learning process . . . to plan, develop and manage facilities . . . ."

In considering management of the facilities and resources of the ULA Library System for maximum utilization and for optimum efficiency and effectiveness, consideration was given to the advantages and disadvantages to the ULA in both centralized and decentralized library operation.** Because of the nature of the ULA campus, limited decentralization of library collections is mandatory to provide adequate library support and services in proximity to the classrooms and laboratories

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* Op. cit., 3., integrated library system.
** Op. cit., 3.2., centralized-decentralized system.

of the various Faculties. Some decentralization of the collections is necessary. Centralization of library administration will serve several purposes: (1) to utilize more efficiently all available personnel, (2) to provide more adequate services, (3) to insure an equalized distribution of funds and resources, (4) to minimize the problems of duplicate collections and services, (5) to allow for greater coordination of effort, (6) to standardize both technical and public service procedures and (7) to bring together resources of related academic disciplines into more efficient library units. *

Construction of the new library facility at Nucleo de la Hechicera is the starting point for the implementation of this concept. Prior university planning is bringing together three library collections which will be moved physically from their existing locations to the new library building. The library at La Hechicera is unique inasmuch as a building solely for library use will be provided. A Library Coordinator will be named to organize and direct the activities of these collections as a single library unit. Administratively, the amalgamation of collections at La Hechicera is sound. In keeping with the Terms of Reference of the ULA/BID Contract, recommendations will be made concerning the regrouping of other library collections into other units with a Library Coordinator as administrator. Additional new buildings, similar in size and function to the one at La Hechicera are needed to house these libraries. Construction will take time.

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* Op. cit., 3.2., organizational structure and alternatives.

Consideration must be given, however, to rapid implementation of the total system. The Executive Director must function as overall administrator and Library Coordinators must function with responsibility and oversight over decentralized libraries which will eventually be housed in the proposed new structures. A Coordinator for Technical Services must be named and centralized processing and acquisitions must be implemented at the same time.

The campus at the University of Los Andes extends throughout the city of Merida. There has been incorporated into institutional planning the grouping, in most cases, of Faculties of related fields together. The organization of Library Services must also follow this grouping. It appears that five separate libraries will be adequate to meet the needs for the immediate future. In a few instances, a branch library may be necessary because of the uniqueness of the collection and the discipline which it serves. If a branch library is essential, it must be connected administratively to one of the five proposed campus libraries.

The five projected campus libraries are: (1) Library of Social-Natural Sciences and Technology, (2) Library of Health Sciences, (3) Library of Cultural Sciences, (4) Central Library and (5) Library of Resource Sciences. Also located on campus will be the centralized Library Technical Services unit. Two off-campus libraries are: (1) the Library at Tachira and (2) the Library at Trujillo. *

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* Op. cit., 5., resources, human and physical plant.

The structure of each is discussed separately. The personnel structure is shown in Figure 4-1 and the total structure in Figure 4-2.

Library of Social-Natural Sciences and Technology

This library will be located on the campus of Nucleo de La Hechicera in a newly constructed building. Previous planning is bringing together three Faculties and their library collections: Economics, Sciences and Engineering. In addition, the collections supporting the Faculty of Law and the Faculty of Architecture should be placed under the administration of the Library Coordinator for this unit.

Economics. The existing collection will be moved to the new building with a Disciplinary Librarian who will report directly to the Library Coordinator. This collection will serve the Faculty of Economics which is composed of the schools of economics and administration.

Law. The law collection will remain in its present location in support of the Faculty of Law with its eight departments and one institute. Because of the uniqueness of the collection and the need for these resources near the instructional units, it must be designated as a branch of the Library of Social-Natural Sciences and Technology and have its location outside the library at La Hechicera. It is not an autonomous unit for the Disciplinary Librarian will report and be responsible to the Social-Natural Sciences and Technology Library Coordinator. Budgetary matters and policy will be supervised by this Coordinator.

Sciences. Resources supporting the Faculty of Science which includes the departments of mathematics, physics, chemistry and biology will be included in the move to La Hechicera campus. The Disciplinary Librarian in charge will report to the Social-Natural Sciences and Technology Library Coordinator.

Engineering. The library collection supporting the departments of civil, chemical, electrical, mechanical and systems engineering will be relocated in the new structure at La Hechicera. The Disciplinary Librarian working with these resources will be responsible to the Library Coordinator.

Architecture. The resources supporting the school of architecture represent a limited collection of books and journals which are housed in a small area in a building in which the Faculty of Architecture conducts instruction. Architecture is engineering-related and since many library resources such as general engineering, mathematics, structures and mechanical engineering materials are required in the Faculty of Engineering, it seems appropriate to include this collection within La Hechicera Library complex. As a secondary but less desirable solution, the Architecture Library could become a branch library with the Disciplinary Librarian reporting directly to the Social-Natural Sciences and Technology Coordinator in all matters pertaining to the operation of this unit.

Library of Health Sciences

Three Faculties are engaged in instruction which relate to health

programs, Medical Sciences, Pharmacy and Dentistry. Each is housed in separate facilties with a supporting library. The Medical Sciences Library is the largest of the three and contains the most comprehensive collection and the most adequate facilities. Pharmacy is a small library housed in a very limited area with little possibility for expansion. Dentistry also has very limited quarters and the collection is inadequate and small. It is highly desirable that the resources contained in these three separate libraries be brought together into a single building under a Library Coordinator for Health Sciences. A new building similar to the Library at La Hechicera is needed and should be located centrally among Medical Sciences and Pharmacy building complexes. Dentistry will also be included in this complex. A branch library for Dentistry is highly undesirable.

Implementation will include the appointment of a Library Coordinator for Health Sciences. Development of policies, budget and procedures will be in conformity with overall campus library activities. The Library Coordinator will report to the Executive Director of Library Services.

Medical Sciences. There are two schools in the Faculty of Medicine: Medicine and Nursing, composed of ten departments, one institute and three centers for research. In addition, the two extended campus libraries at Tachira and Trujillo are now under the direction of the librarian on the ULA campus. Later in this chapter, the disposition of these two libraries will be discussed separately. When reorganized, the medical sciences collections will be the responsibility of a Disciplinary

Librarian who will report to the Library Coordinator for Health Sciences.

Pharmacy. Under consideration is the eventual transfer of the pharmacy collection to the projected new facility for the Library of Health Sciences. This collection supports two schools, Pharmacy and Bioanalysis and many medically oriented materials contained therein would strengthen the entire medical sciences library collection when amalgamated with other related collections. With the present physical facilities, the Pharmacy Library will be under the supervision of a Disciplinary Librarian who will report to the Library Coordinator for the Library of Health Sciences. It will be considered a branch library until proposed new physical facilities become available.

Dentistry. The Faculty of Dentistry is composed of five departments which are supported by a very small library collection with limited staff. This collection will be placed in the projected new facility for Health Sciences. An immediate move of this collection into the existing Medical Sciences Library is highly desirable because of staff and space limitations. This collection should not be considered a branch library. A Disciplinary Librarian is needed who will report to the Coordinator of the Health Sciences Library.

Library of Cultural Sciences

The Faculty of Humanities and Education has four schools and 13 departments. These academic areas are supported by a library housed in two separate areas in the same building. The present facilities

are crowded and inadequate to support sustained growth of the library collection and the projected expanding student enrollment. It is highly desirable that a new facility be constructed to exclusively house the library. The two separate units could be brought together making better use of personnel and reduce the cost in the duplication of library materials. A Library Coordinator will be the administrator with Disciplinary Librarians in charge of education and humanities materials.

Central Library

Central Library is located in the ULA Administration Building. It fills a unique role in the total university program. It has responsibility for (1) general collections, (2) special collections, (3) university research, (4) university publications and (5) government documents. At the present time, the cataloging and classifying of books assigned to Central Library is done there. This function will be performed by Library Technical Services in the future.

A Library Coordinator is required for Central Library who will report to the Executive Director of Library Services.

General collections. The resources of books and journals have been available for university-wide academic programs, public school students and citizens of Merida. This relationship must be continued. A union catalog containing holdings of this library as well as resources in all other ULA libraries will be maintained for bibliographic awareness of all materials owned by the university.

Special collections. These materials are categorized as special collections because of their rarity, uniqueness in format, potential research value and often, the fact that they are non-circulating. Most special collection items require specific care that they may be preserved. Three collections, (1) university archives, (2) rare books and (3) manuscripts will be considered.

1. University archives. This collection is currently housed near the Office of the Rector of the University. It contains all official documentations such as minutes, letters and papers relative to the history of the ULA. It is a valuable archival and historical narrative of the institution and must be cataloged and preserved for posterity. Preservation techniques and care are required. It is essential that this collection be placed under the administration of the Central Library Coordinator and a staff member be engaged and specifically trained to serve as curator and cataloger of these materials.

2. Rare books. Rare books at the ULA are classified in two categories, rare and ancient. Rare books are identified as those first edition or very scarce items whose imprint date is between 1800-1900. This collection contains approximately 4,500 titles. Ancient books are those whose imprint date ranges from 1500 to 1799. The number of ancient books is 1,500 volumes. In most cases, these books have great monetary and archival value. They are old, scarce, rare (often the only known existing copy) and have special and/or leather binding and are printed on very fine paper. Without exception, these books are in very

poor condition. Preservation steps must be taken immediately by a trained curator of collections. Special housing is also required.

3. Manuscripts. This collection of original documents of correspondence, records, diaries, letters and similar items is extremely valuable and of course very rare for they are the only existing copy. A specialized librarian is required to catalog, document and preserve these materials.

All three special collections need immediate attention. Proper staff is required. In addition, modification of a portion of Central Library should include an air conditioned, climate-controlled, dust-proof area to house these materials. Climate, humidity and environmental hazards are extremely detrimental to the physical characteristics of these valuable resources. Proper care is mandatory if they are to be preserved.

University research. This collection will contain three components: (1) theses, (2) works of ascension and (3) research projects.

1. Theses. Some effort has been made by Central Library to obtain a copy of all theses written at the ULA. It is essential that a central collection of all academic works of this type be kept on file in the Central Library. If copies are required in the other libraries, then theses whose subject matter falls within the disciplines in that library could be collected. This concept should not, however, lead to proliferation of needless duplication.

2. Works of ascension. Methods should be devised which will allow for the orderly grouping and collecting of works of ascension from

all Faculties, schools and departments for inclusion in the Central Library collection. At the present, these works are in small collections across the ULA campus.

3. Research projects. Many research projects are conducted by the ULA professors, visiting scholars, consultants and other specialists. These materials are often important and contribute greatly to the literature available. However, on campus, in the Republic of Venezuela and throughout Latin America, these research works are often lost to the academic world because they are retained in an academic department or the office of a professor. A centralized collection will provide ready accessibility to the ULA researchers and through cooperation with other universities, wide distribution can be assured.

ULA publications. Many new research items such as reports of commissions, consulting activities, university and student publications are not collected. Once they are out-of-print, they become impossible to obtain. It is expedient that a central collecting a icy be established to acquire, catalog and preserve these items. Central Library is the logical site for this collection.

Government documents. Many official government documents containing statistics, statutes, minutes, actions of government at all levels, (local, state, national, international--including Pan American Union, Organization of American States, United Nations) are essential for instruction and international communication and understanding. A depository of government documents on the ULA campus is essential

at Central Library.

Because of the variety of collections housed in Central Library, special consideration is given to the personnel assignment functions. This is shown in Figure 4-8.

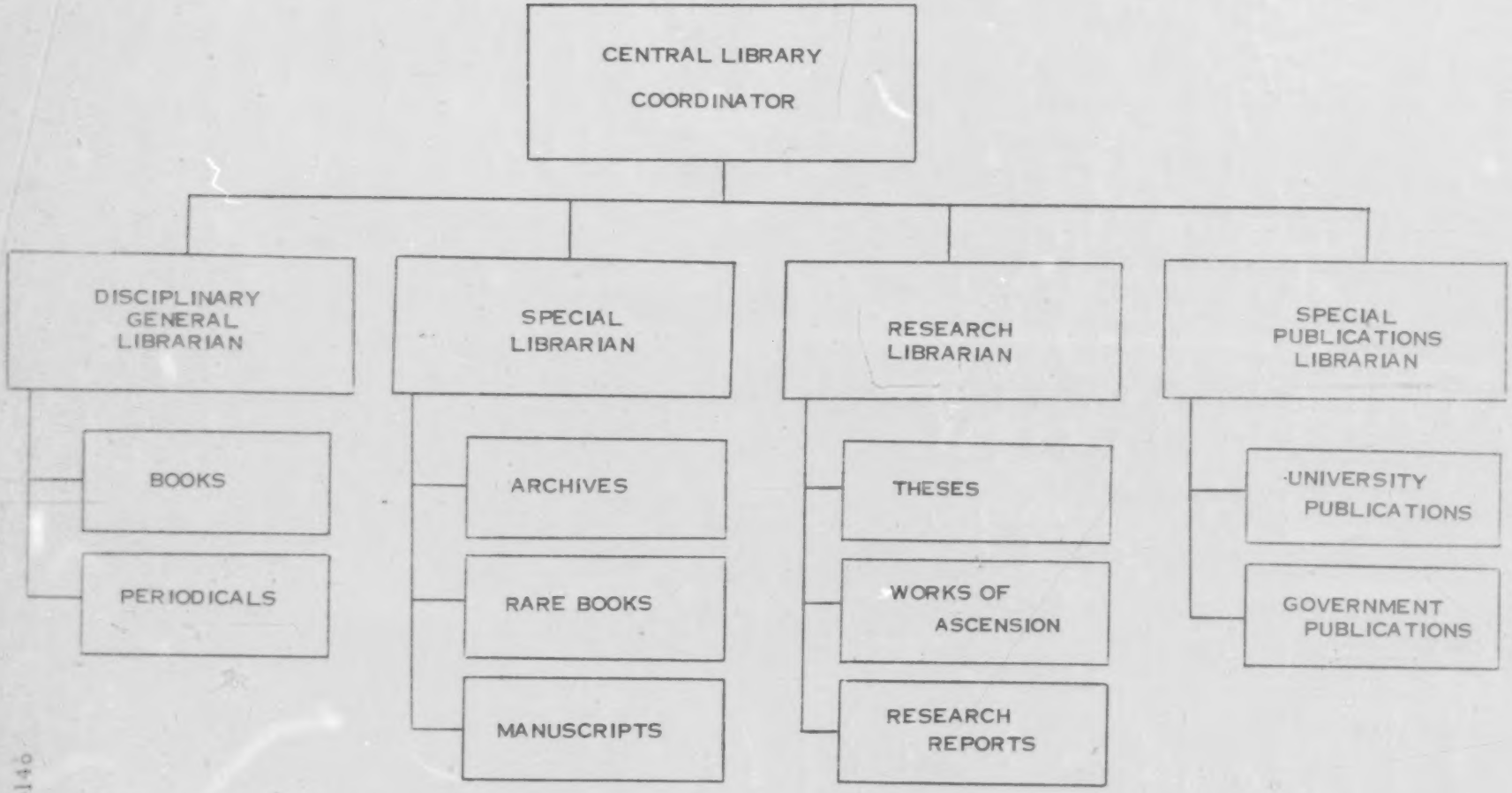
Library of Resource Sciences

This library supports the Faculty of Forestry Science which has three schools and nine departments. Currently two libraries, forestry and geography are housed separately. In the interest of better services, it is essential to bring together these libraries along with resources covering the field of geology. Therefore, there would be a Library Coordinator directing the work of Disciplinary Librarians for Forestry, Geography and Geology. At present, the existing library facility in Forestry will be adequate. At a later date, a new library building should be constructed and dedicated to library-related activities patterned after the library at La Hechicera.

Library Technical Services

Details relating to Library Technical Services were discussed earlier in this chapter. This important function will be centralized and administered by a Library Coordinator with the same administrative line responsibility as the Library Coordinators of the various libraries on campus. The Technical Services Coordinator will be responsible to the Executive Director of Library Services and by the nature of the

FIGURE 4-8
PERSONNEL ASSIGNMENTS FOR CENTRAL LIBRARY



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position, work closely with all Library Coordinators.

Five sub-units in Technical Services will be administered by a librarian with special expertise in his area of responsibility. These will hold administrative rank equivalent to the Disciplinary Librarian. The five subsystems, each coordinated by a qualified administrator are: (1) financial management, (2) acquisitions, (3) cataloging, (4) documentation and (5) ausiliary services.

This unit will be housed on the first floor of the new library at La Hechicera. Since processing, acquisitions, cataloging and all other Technical Services activities will be centralized, staffing of this unit will be accomplished by reassigning personnel now engaged in these activities in all existing libraries to Library Technical Services. Table Z-1 shows a total of 35 full-time librarians and clericals now employed in the various libraries. This table indicates 13 employed in acquisitions, 18 in cataloging, four in gifts and exchanges and none in documentation.

The Library Coordinator for Technical Services along with the Assistant for Personnel Administration and the Assistant for Systems and Budget Administration will be required to assess both training and systems needs and initiate training sessions, encourage specialized schooling and motivate interest for the over-all operation of this unit.

Library at Tachira

The library located off-campus at Tachira will operate as a unit similar to a library on campus. It will be administered by a Library

Coordinator who reports to the Executive Director of Library Services. Policies, budget, personnel training, lending policy and other operational aspects will be in conformity with the Merida campus libraries. As the library develops, personnel will be employed to lend service support for both medicine and education curricula.

Library at Trujillo

The library located at Trujillo is an off-campus library similar to the one at Tachira described above. The same organizational structure and procedures will be followed by the Library Coordinator there. In addition to education and medicine curricula, Trujillo has also a Faculty of Agriculture.

OTHER CONCERNS

Textbook depository and distribution system

Chapter II, Assessment and Diagnosis, revealed the problems and frustrations which accompany the distribution and use of textbooks. Often students rely upon the library to provide the basic educational tools which should be in their personal possession during the entire time they are enrolled in a particular class. Drastic changes are needed in two areas.

Ciclo Basico. The basic cycle involves all freshmen and sophomores. These courses are taken by students from all Faculties. Library support is required but it is not the responsibility of the libraries to

provide the basic textbooks for students in support of all the courses they take. Therefore, the university must develop some other method for the distribution of textbooks on a regular basis to basic cycle students. A university budget--apart from the library budget--is essential to purchase sufficient numbers of textbooks to support student needs. These books should be placed in a textbook depository and made available to students through loan, rental or purchase. Quantity buying will greatly reduce costs to both the students and the university.

Neither textbooks nor a textbook depository is a library function and should not be included in its administrative structure or budget.

Textbooks for upperclassmen. What is true regarding textbooks for the basic cycle is also a problem for students enrolled in upper level courses. A separate textbook depository is essential for these students and should be established under the same conditions as the Basic Cycle Book Depository.

Library facilities and construction -

The need for new library facilities has been identified in Chapter II. Library buildings are very expensive and essential. It is necessary, therefore, to plan and equip them as efficiently and economically as possible. It is also evident that other costs such as the higher maintenance and custodial expense in library buildings are due to increased use and longer hours than are experienced in any other academic buildings.

It is essential to plan wisely when a need is evident for additional

buildings. In developing a library building concept, the university should plan carefully and devote much time to the consideration of space problems, to understand the planning-construction process, to gather the best teams possible of library specialists, architects and library consultants, to plan and prepare a written and comprehensive document which describes all of the program requirements in very great detail. Two ideas must always be resolved, (1) timing and (2) building alternatives.

Unless the librarian or his associate has had experience with all phases of a building program, it is wise to contract a librarian-consultant to counsel through all phases of planning for a new facility.

Bindery *

Problems are described in Chapter II relating to the bindery function in ULA libraries. A contract exists with a vendor in Merida to provide binding services for books, journals, theses and other printed materials. This service is totally inadequate since lag time from delivery of university books and journals to the bindery and return ranges from six to 12 months. This must be corrected.

Binding is primarily a library function and should be placed under the administration of Library Technical Services. A one-time purchase of appropriate binding machinery and equipment would be economically feasible and would expedite this essential service. Full-time supporting staff should be employed, trained and assigned to this unit.

* Op. cit., 5., equipment.

Capital expense including the purchase of equipment, current operating budget including supplies and personnel expenses should be incorporated into the total library budget.

The bindery is also the logical location for a centralized unit to either rebind or mend books which have been mutilated or worn. Mending shipments from the five libraries could be made on a regular basis. This unit could reprocess these materials and return them to their appropriate location.

Reproduction *

The copying of journals, books and documents contained in the library collection and the initial printing of new university publications constantly poses problems.

It is desirable that quality electrostatic copy machines be placed in each library and made available to students, faculty and library staff. Coin-operated units are adequate and reduce the need for paid operators.

Monographic and research works are currently reproduced at the university printing center. No coordination exists. It is apparent that since: (1) archival, (2) gifts and exchange, (3) library, (4) departmental and (5) personal copies are needed, all original manuscripts should be forwarded to the University Research Librarian in Central Library. This individual would make arrangements between the author of the manuscript or the department and the University Print Shop for the

* Op. cit., 4.2.1., reproduction.

reproduction of the item. The librarian would also be responsible for distribution of the printed copy.

Audiovisual *

The use of mediated instruction and audiovisual aids is increasing at ULA campus. Since individual and group retrieval of films, video tapes, audio recordings and other instructional materials will be increasing; the libraries, because of their extended hours, seem to be the logical location to place media retrieval centers for student use. It is essential that the Executive Director of Library Services work closely with audiovisual professionals, deans, department heads and professors to coordinate the use of these types of instructional materials.

Transporation **

The logistics of moving resources, equipment and materials among the various libraries on campus is vital. It is required that a vehicle (van) be acquired and dedicated solely for library use. With centralized Library Technical Services, new books must be delivered to La Hechicera from the postal center. When they are processed, distribution must be made to the appropriate library. Printing from the University Print Shop, bindery shipments, interlibrary loans, mending, equipment and supplies must be delivered quickly and efficiently. Transportation would

* Op. cit., 4.2.1., audiovisual resources.

** Op. cit., 4., services.

be a budget item and operated by a library employee.

LIBRARY AT NUCLEO DE LA HECHICERA *

As was stated earlier in this chapter, the construction of the new library building at La Hechicera affords the ULA an opportunity to begin immediate implementation of the proposed plan for Library Services. This discussion of the organization, space assignments, program uses and equipment for the building will be approached on a floor by floor basis. The lowest level-or ground floor- will be discussed first, then the second-main entrance-level and last the upper level. Reference to Figure 4-2 which shows the entire library system organization will be helpful as the various components to be housed in La Hechicera are discussed. These components are: (1) Library Technical Services, (2) the Library of Social and Natural Sciences and Technology and (3) the Office of the Executive Director of Library Services.

Lower Level

Library Technical Services.** Library Technical Services will be located on the lower-ground-level of the building. Personnel and administrative organization of this unit was discussed earlier. This discussion will deal with operational factors only. The lower level location was chosen because of outside access for delivery of materials and for ease

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* Op. cit., 6., library.

** Ibid., b. 1. i., services.

of control of entrance and exit. Library Technical Services is a staff function and not open to the public. Entrance to the library is desirable, but privacy for the operation is necessary. A wall should be constructed as shown on the floor plan (Figure 4-9) to separate the Technical Services area from the rest of the floor.

The floor plan shows rough assignments of floor space to the program activities of Technical Services. These rough assignments will have to be revised as the actual number of persons assigned to each function is determined and as equipment for bindery, data processing and other functions is acquired and the functions grow. It is felt, however, that the general arrangement of space assignments is one which will best provide noise control, ease of access, logical work flow, access to shared facilities (shelflist, data terminals, etc.) and access to and from the rest of the library building.

Stacks tower.* The stacks tower will provide shelving for all books of the Library of Social and Natural Sciences and Technology. It is estimated that the tower will provide shelving for approximately twice the number of volumes now held by the three collections being merged. This should provide space-with judicious culling-for growth for eight to ten years. Periodical publications, bound or unbound, should not be housed in the stacks tower. The location for the periodical collection will be discussed later. The shelving for the tower should be of high quality, self-supporting library type steel shelving with integral

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* Op. cit., 6.1.4., space assignments.

FIGURE 4.3

LOWER LEVEL
LIBRARY AT LA HECHICERA

self-floors of steel. Architect plans show seven levels of stacks. All computations for capacity are based on these drawings. The book-lift shown must be installed to permit ease of movement of the books. There should also be an internal inter-com system to permit stacks employees to communicate with each other at each level. If possible a circulation desk should be located at each library floor on the corridor side of the stacks adjacent to the main staircase. This will provide easy access and minimal staffing. A desk on both sides of the tower with seven levels of shelving would be unduly restrictive on personnel use and would not provide service benefits to equal the extra personnel required.

The stacks tower operation and personnel would be under the administrative control of the circulation section of the Library of Social and Natural Sciences and Technology. All book stock should be merged and interfiled with the Library of Congress classification scheme. The lowest level of stacks should start with the A's and go up with the Z's being at the highest level. This will require reclassification of parts of the merged collections. It is suggested that an LC-Dewey Cross reference list be used to interfile the Dewey collection in the LC order until reclass can be accomplished. This reclass procedure should be a first priority and accomplished as soon as possible. It would be desirable to complete as much as possible before making the move into the new building.

Reading rooms.[6] The balance of the lower level-as shown in

[6] Op. cit., U. C. L. A., space assignments.

Figure 4-9-should be devoted to a reading room. The area should be equipped with approximately one-half of the seating space at tables and one-half in individual carrels. Furniture should be comfortable, as well as rugged. Lighting should be adequate for comfortable reading.

Main entrance level

Library of Social and Natural Sciences and Technology.* The main entrance level of the building will provide offices for the Library of Social and Natural Sciences and Technology, the card catalog, exit control, main reading room, reference service, copy services and the stacks tower and circulation desk. Suggested location and rough space allocations are shown on Figure 4-10. Locations are suggested to provide ease of access by users, traffic flow between floors, noise control and visual surveillance by library staff. Services to be offered are discussed elsewhere as integral with the services to be provided by all libraries.

1. Administration.** As discussed earlier and shown in Figure 4-2, the Library of Social and Natural Sciences and Technology will be administered by a Coordinator with Disciplinary Librarians assigned to work with the collection of each disciplinary area (Economics, Engineering and Sciences). Offices for these librarians and the required supporting clerical staff will be located on this floor. With Library Technical Services providing cataloging and acquisitions services, it is felt that

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* Op. cit., p. 7, organization.

** Ibid., p. 7, organizational structure.

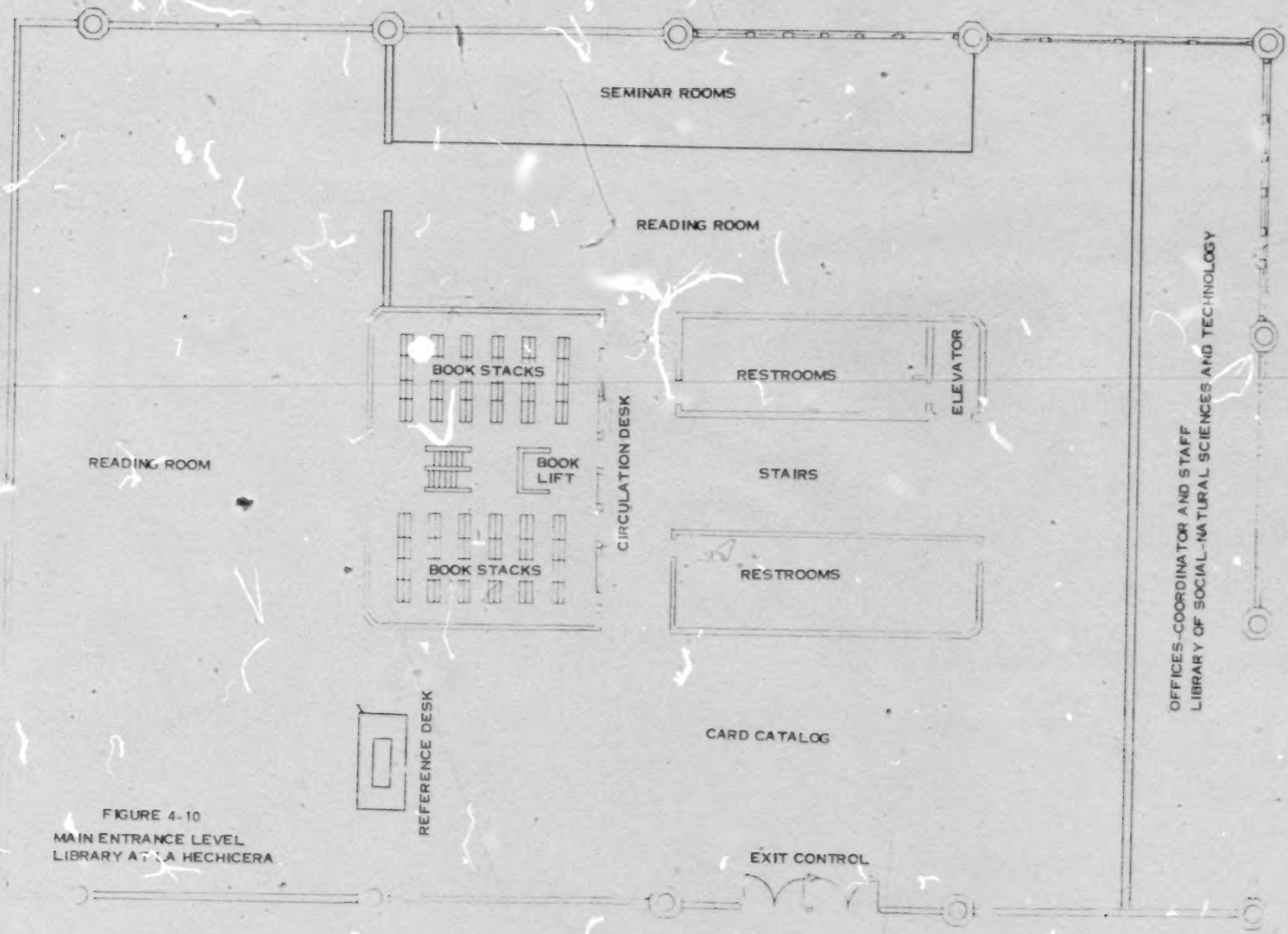

FIGURE 4-10
MAIN ENTRANCE LEVEL
LIBRARY A[illegible]A HECHICERA

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the number of clericals assigned to these offices would be dependent upon new services provided. Specific assignments would depend upon the number required to provide support to the Disciplinary Librarians in the verification of orders from professors, to adequately staff the stacks tower, to provide exit control, to extend trained service at the reference desk, to staff the periodicals area, to staff the copy center and to provide general secretarial services. The answer also depends, in part, upon the number of hours per week the library will operate. Administrative responsibility for the operation, security and maintenance of the entire building should be assigned to the Coordinator of this library. Office arrangement is shown in Figure 4-10.

2. Personnel.* Personnel should be identified, assigned and trained to perform all functions and services offered by this library. There are functions and services which are essential to the operation of the library and others, such as development of bibliographies, new book lists, interlibrary loans and other services which are helpful to the user but not essential. In keeping with the rationale discussed in Chapter III and the discussion of types of services which will help improve teaching, research and extension, it is felt that every effort should be made to assign adequate resources to this library to employ and train the personnel necessary to carry out these functions.

3. Equipment.** All equipment for use in this building should

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* Op. cit., 6.1.3., resources.

** Ibid., 6.1.3., resources.

be high quality, designed and constructed for library use. Equipment for the public areas (study tables, chairs, carrels, card catalogs, circulation desks, exit checkers stations, reference service desk, etc.) should be new or refinished and repaired existing equipment.

Seating and study space for users should be of three types; study tables and chairs (tables to seat four will be better used than larger tables), individual study carrels (carrels with backs and book shelf seem to be more acceptable than those without) and lounge type (sofas and easy chairs). Each reading room should have a mixture of all three types, with two or three lounge areas (seating for eight to ten) in each reading room. Total seating should be approximately 15 percent of the number of students in the Faculties served. It would be desirable to install sufficient user seating to meet this requirement now and increase seating as user population grows. Unused seating space tends to get abused. Seating spread out and used is better than crowded and unused.

Card catalogs should be standard 72 drawer library card catalogs. The number purchased should be adequate to hold all catalog cards for existing collections at 50 percent of drawer capacity (this is 1,000 cards per drawer) to allow space for growth in collection. As drawers approach 80 percent to 90 percent capacity, additional catalogs should be acquired as full drawers are difficult to search.

Reference desk, circulation desks and exit control stations should be furniture designed for these functions. Turnstiles to assist in traffic flow control should be installed at the exit control stations.

Office space must accomodate staff growth. An effort has been made to show locations which will permit such expansion.

Other space allocations for library functions are shown in Figures 4-9, 4-10 and 4-11 and are generally based on standards for college libraries developed by the American Library Association and accrediting agencies. These have been modified somewhat to fit the specific requirements of the ULA.

Upper level

Office of the Executive Director.* The offices of the Executive Director of Library Services will be located on this level of the library building. This location was selected to place the Executive Director in close proximity to Library Technical Services and a large library of the system and yet maintain for all three some separation to assure their separate identities and allow the development of each as a unit.

Space has been allocated to house the Executive Director, the Assistant for Personnel Administration and the Assistant for Systems and Budget Administration and their supporting staff as described elsewhere in this chapter. Allocation is shown in Figure 4-11.

Periodicals collection and reading rooms. The major area of this floor will be devoted to housing the periodical (bound and unbound) collection and its associated reading room. This is shown in Figure 4-11 Equipment for this area was described in the preceeding section.

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* Op. cit., 6.1.2., organizational structure.

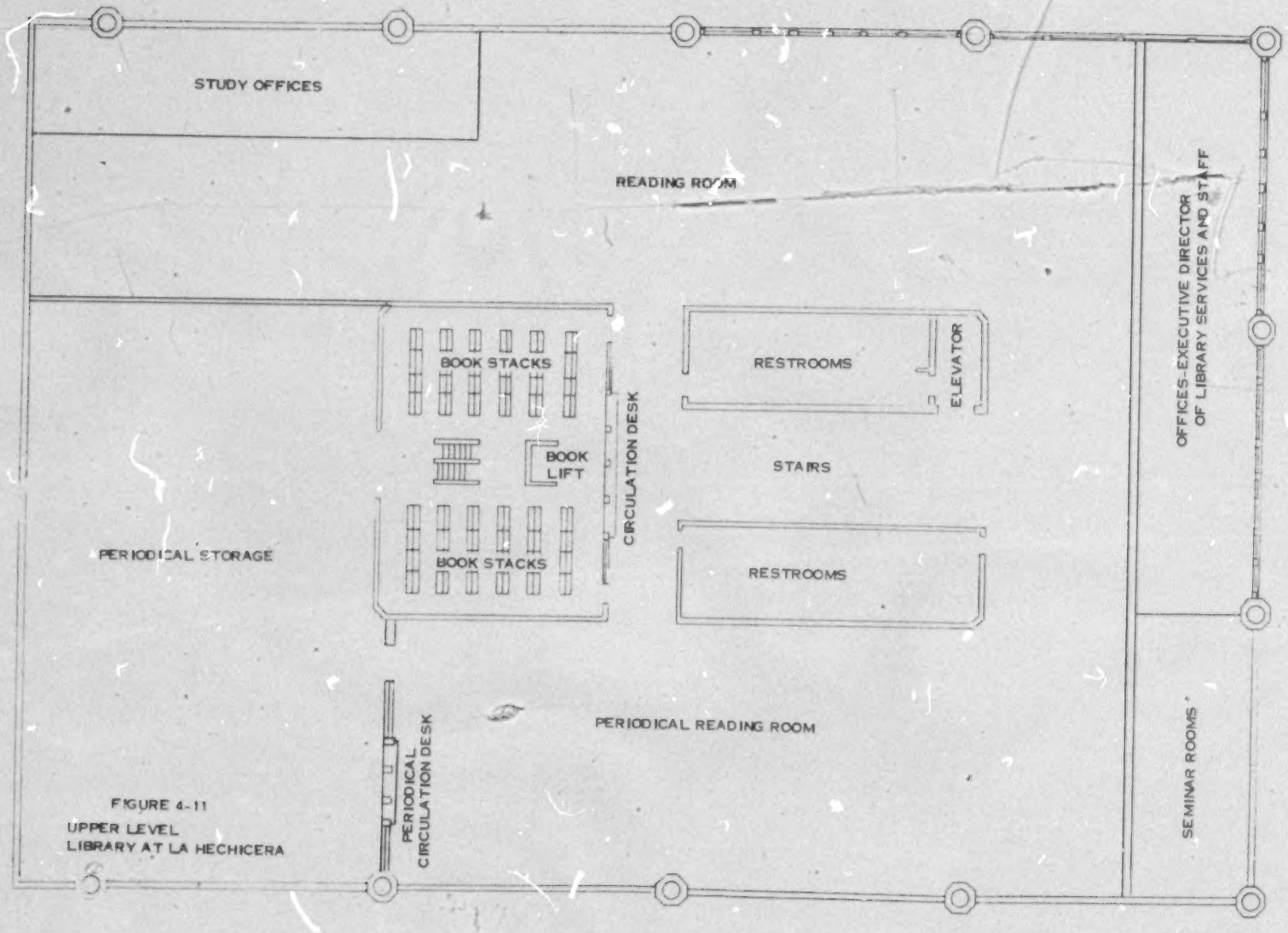

FIGURE 4-11
UPPER LEVEL
LIBRARY AT LA HECHICERA

Desks and other office furnishings, if servicable, could be moved from other locations. Proper and adequate type office furniture improves efficiency and efforts should be made to see that such equipment is provided.

Book shelving, other than in stacks tower, should be standard, free-standing, self-supporting adjustable shelves library book shelving. This shelving will be needed to house the periodical collection, reserve collection and books in process in Technical Services. An effort should be made to purchase from an established dependable manufacturer so in future years additional matching shelving may be acquired.

Seminar rooms and study offices. Several seminar rooms and offices will be located on this floor. These should be assigned by the Coordinator for a semester or shorter period. Assignment should be to professors and students writing or doing research only. Space allocation is shown in Figure 4-11.

General considerations. The holes in the floor of this room should be closed and floored to provide sound control between floors and to provide space for the periodical collection area.

It would be desirable to have the entire building carpeted. If this is not possible, then the reading rooms should be carpeted.

Space allocations *

Figures 4-9, 4-10 and 4-11 show the floors of the library building

* Op. cit., 6.1.4., space assignments.

and the suggested space allocations (both location and amount) for the various library functions.

Provision of some seminar classrooms and some individual study offices which may be assigned to graduate students writing theses or to faculty while doing research and writing seems desirable. A minimum number of such spaces assigned and monitored to assure that they are properly used is more efficient than a large number unassigned and inefficiently used.

Office spaces should be adequate in size, but smaller private offices are more desirable than larger shared offices. The office space should be so designed as to permit expansion in the staff without destroying the integrity of the office complex.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

UNIVERSITY OF LOS ANDES LIBRARIES

The conclusions drawn and recommendations made in this chapter are based upon needs as assessed in Chapter II, the rationale for a university library system as outlined in Chapter III, and the proposed structure for University of Los Andes Libraries which is discussed in Chapter IV. For each recommendation made, the full descriptive rationale and basis may be reviewed in the previous documentation.

To facilitate review of previous discussion, the format followed for recommendations is identical to the format of Chapter IV.

CONCLUSIONS

The assessment team found that while there are many problems which are reducing the efficiency and effectiveness of the Library Service system at the ULA, the general attitude of the library staff is one of enthusiasm and confidence in the future of the ULA and the library system.

The assessment revealed a need for extensive training programs for the staff coupled with a desire on the part of the staff to receive such training.

An organizational structure which is somewhat inefficient and

ineffective for a growing library complex was discovered. The staff is aware of the problems created by the organizational structure and seem generally willing to accept the needed changes.

The assessment team, after careful evaluation of the assessment instruments, the personal interviews with library staff, professors, students and administrators, concluded that the rationale for Library Services as described in Chapter III is compatible with the purposes, objectives and functions of the Library Services system for the ULA.

A reasoned application of this rationale to the existing situation at the ULA produced the proposed structure for Library Services outlined in Chapter IV. The assessment team feels that implementation of this model is in the best interest of improved Library Services at the ULA.

RECOMMENDATIONS FOR LIBRARY ADMINISTRATION

Organizational structure

Executive Director. It is recommended that a qualified librarian be identified and employed immediately as Executive Director of Library Services to coordinate and administer all library programs of ULA.

It is further recommended that the personnel structure shown in Figure 4-1 and the organizational structure for ULA Libraries as shown in Figure 4-2 receive proper administrative approval and be implemented immediately.

1. Assistant for Personnel Administration. It is recommended that a qualified person be recruited and trained to fill the position, Assistant for Personnel Administration.

2. Assistant for Systems and Budget Administration. It is recommended that a search be initiated to employ and train an individual for the position, Assistant for Systems and Budget Administration.

It is recommended that the Executive Director and the two Assistants mentioned above begin immediately the implementation of the model for policy development as shown in Figure 4-3 and the model for systems development as indicated in Figure 4-4. Success in the total program is dependent upon coordinated policy and program development.

Library Coordinators. The organizational structure (Figure 4-2) shows eight Library Coordinators. Five are administrators on the ULA campus, one is Coordinator of Library Technical Services, and two Coordinators of Libraries at Trujillo and Tachira. It is recommended that Library Coordinators for the eight positions be identified, employed and assigned immediately to their respective area of responsibility and that they begin immediately to organize their library unit, identify and employ their staff and plan their program in conformity to policy and program standards developed from the models shown in Figures 4-3 and 4-4.

It is recommended that the following library units, each administered by a Coordinator, be established immediately: (1) the Library of Social and Natural Sciences and Technology, (2) the Library of Health

Sciences, (3) the Library of Cultural Sciences, (4) the Library of Resources Sciences, (5) the Central Library, (6) the Library at Tachira, (7) the Library at Trujillo and (8) Library Technical Services.

Disciplinary Librarians. It is recommended that each broad academic discipline represented in the various libraries be supervised by a Disciplinary Librarian who reports and is responsible to the Library Coordinator. These librarians will be responsible for collection development, reference and circulation services.

Support staff. These personnel include hourly paid employees, those possessing basic clerical skills, a class requiring special linguistic, technical or subject competence and preprofessionals who will serve as assistants to the librarian. It is recommended that a study be undertaken to identify positions, recruit, train and employ appropriate support staff in sufficient numbers to release the Disciplinary Librarian, Library Coordinator and Executive Director from performing routine tasks.

Administration

Fiscal management. In keeping with the concept of a centralized and unified library system, it is recommended that a line-item budget for Library Services be established and administered in the same manner as other large administrative units at ULA. It is further recommended that the Executive Director be given administrative authority for this budget.

1. The budget. It is recommended that the budget for ULA Library

Services be administered as a total unit as an annual recurring, identifiable line-item in the university budget. Further recommendations are to (1) allocate funds sufficient to support a growing student population and developing institution and (2) provide adequate support to achieve long range educational goals.

A library budget equal to five percent of the total operational budget of the university is recommended. In conformity with norms suggested by the Venezuelan National Commission on Library and Information Service, it is recommended that a ten percent budget be established for a short term to allow libraries to raise their services and collections to a satisfactory level.

2. Budget administration. It is recommended that library funds be allocated among the various categories of expenditures as follows: salaries, fifty-five percent; acquisitions of books and journals, forty percent and miscellaneous, five percent. It is also recommended that studies be undertaken to determine strengths and weaknesses in existing collections and that financial allocations be made to alleviate weaknesses. It is further recommended that an annual allocation of funds be internally distributed for Faculties and departments to purchase new books and journals in support of their academic programs.

3. Budget records. It is recommended that fiscal accounting procedures be established in conformity with established norms of the university.

Personnel management. It is recommended that the Assistant for

Personnel Administration be assigned administrative responsibility and authority for the development, conduct and administration of the total library system personnel program.

1. Staff development. It is recommended that the Assistant for Personnel Administration determine the staffing needs of the total library system.

2. Training function. It is recommended that the Assistant for Personnel Administration recruit and/or prepare training programs for personnel at all levels of the library program. It is further recommended that training opportunities be established for all personnel ranging from certificate work in college, universities, professional or technical schools within or outside Venezuela to workshops or visitations to other university libraries or self study programs. It is also recommended that in-house training sessions provided by ULA be established.

3. Job descriptions. It is recommended that a structure which will identify levels of required knowledge and performance ability and skills be developed which will provide for rank and salary advancement and incentive for advancement.

4. Personnel evaluation. It is recommended that a personnel evaluation procedure be established to measure levels of job accomplishment. It is recommended that this evaluation be administered annually, the results of which will determine salary, rank and advancement.

5. Status. It is recommended that plans be developed for status improvement which will improve morale, incentive for improvement,

job performance and job satisfaction.

Systems management. In order to bring about changes and improvements in the organizational structure, it is recommended that a systems approach to management be established.

Proposed office location

It is recommended that Central Administration for Library Services be placed on the third floor of the new library facility located at La Hechicera. This would include the Executive Director, Assistants for Personnel Administration and Systems and Budget Administration and their supporting staff.

Organization of Library Technical Services

It is recommended that all existing acquisitions and cataloging units in ULA libraries be reorganized into one centralized integrated model. It is also recommended that this unit be called Library Technical Services and that it be supervised by a Coordinator level administrator. It is further recommended that this unit be placed on the first floor of the new library building located at La Hechicera and organized into the five subsystems described in Chapter IV.

Emphasis must be placed upon restructuring the ordering procedure. It is recommended that the encumbrance procedures for library books and materials be placed under the jurisdiction of the Library Services Executive Director so that these materials may be ordered

directly from the vendors and publishers rather than through university purchasing.

It is recommended that the Library of Congress Classification scheme be adopted as the standard system. It is further recommended that study be directed toward developing machine-readable records which are adaptable to computer applications and that existing available machine-readable records be used to expedite the processing of new materials and reclassification of existing collections.

PROPOSED STRUCTURE AND FUNCTIONS FOR LIBRARIES AND TECHNICAL SERVICES

It is recommended that the library system with its five ULA campus libraries, Library Technical Services and two off-campus libraries be organized and administered in accordance with specifications contained in Chapter IV. Whenever special recommendations are required to implement programs, a systems explanation will be made below.

Library of Health Sciences

It is recommended that feasibility studies be undertaken regarding a future building to house the Health Sciences Library. It is recommended that the site be located centrally among Medical Sciences and Pharmacy building complexes.

Library of Cultural Sciences

It is recommended that feasibility studies be undertaken regarding a future building to house the Library of Cultural Sciences. It is further recommended that the site be in a central location among other facilities which will house the Faculties of Humanities and Education.

Central Library

It is recommended that Central Library be organized in accordance with the plan described in Chapter IV.

Special Collections. It is recommended that a section of the area in Central Library be modified to include air conditioning, humidity and climate control. Heat, moisture and dust are extremely hazardous to the physical preservation of materials of the types included in Special Collections.

1. University Archives. It is recommended that the Archives of the university be placed administratively in Library Services and under the supervision of the Central Library Coordinator.

2. Rare books. A collection of valuable books is owned by ULA. It is recommended that special care procedures be initiated to preserve and protect these rare resources. It is also recommended that a Curator of Special Collections be employed for this function.

OTHER CONCERNS

Textbook depository and distribution system

Many problems exist as a result of use and distribution of textbooks. Since textbooks and the circulation of textbooks are not a function of Library Services, it is recommended that a university budget item be established apart from the library budget to purchase textbooks in quantity to support student needs. These books would be available through rental, loan or purchase. It is further recommended that two depositories be established, one to serve Ciclo Basico students and a second to serve upper classmen. This recommendation includes administrative deliberations and decision as to where these depositories would be placed in the university organization.

Library facilities and construction

There is a need for the construction of new library facilities at ULA. Since library buildings require special consideration and features, it is recommended that a library building consultant be engaged to assist the Office of University Planning and the architect. It is further recommended that the Executive Director, the Library Coordinator and a committee composed of librarians be involved in the program development phase, building planning and equipment selection throughout the entire project.

Bindery

It is recommended that a bindery center be established, equipped and staffed for the purpose of binding all library materials and university publications. It is also recommended that this be placed under the Library Technical Services administrative unit.

Reproduction

It is recommended that a reproduction center, a unit which will work closely with Library Technical Services and the bindery be established in accordance with the functions described in Chapter IV.

Audiovisual

It is recommended that a study be undertaken to determine the desirability of placing Media Retrieval Centers in the libraries.

Transportation

It is recommended that a vehicle (van) be purchased and assigned permanently to Library Services to move equipment, books, printing and other resources to the various library locations.

THE LIBRARY AT LA HECHICERA

It is recommended that the plans, the spatial relationships, equipment and programs described in Chapter IV concerning the model library located on the La Hechicera campus be implemented.

It is recommended that a new contract with Western Kentucky University be negotiated to provide follow-up consultations by members of the WKU Consultant Team to assist in implementation, evaluation and revision of the proposed plan and recommendations during each of the next three to five years. It is anticipated that one or two visits of two to three weeks duration per year would be sufficient to render such assistance to the Executive Director of Library Services and the library staff.

APPENDIX

APPENDIX A

Terms of Reference
Library System at the University of Los Andes

1. Assess, in a diagnostic framework, the objectives, organization, technical procedures and administration of the University libraries.
2. Assess, in a policy sense, the materials of the libraries, specifically:
   - 2.1 The relationship of the libraries to the plans of teaching, research and extension.
   - 2.2 Teaching:
     - 2.2.1 Relationship of the curriculum with the libraries.
     - 2.2.2 Methodology for the conduct of the teaching/learning process, the role of the libraries in support of this teaching/learning methodology.
   - 2.3 Extension:
     The role of the Library in (providing) extension materials in the local community (Merida)
3. Determination of an integrated model library system for the University that examines:
   - 3.1 Objectives of the system.
   - 3.2 Organizational structure
     Alternatives:
     1. Centralized system
     2. Decentralized system
   - 3.3 Determination of systems and procedures in regard to:
     - 3.3.1 The system of selection of the book stock and other resources.
     - 3.3.2 Technical processes
       Cataloging
       Classification
     - 3.3.3 Administrative procedures
       - 3.3.3.1 Programming and budget execution
       - 3.3.3.2 The process of acquisition of the book stock.
4. Library services: determination of the procedures for the services of:
   - 4.1 Loans.
     - 4.1.1 Internal (Reading room)
     - 4.1.2 Circulation
     - 4.1.3 Within and between institutions (inter library loans)
   - 4.2 Other services: determination of the functions, organizational characteristics and procedures for the services of:
     - 4.2.1 Information and documentation; reproduction, orientation, reference, etc.

5. Resources: Definition of criteria in regard to the human resources, physical plant and necessary equipment.
6. Library for the nucleus at La Hechicera (Faculties of Sciences, Engineering, Economics)
   6.1 To render useful advice in planning the organization of a library that will be functional in this nucleus in such aspects as:
      6.1.1 Description of the characteristics of the services it would be useful for this library to offer.
      6.1.2 Description of the organizational structure
      6.1.3 Determination of the necessary resources in regard to quantity and quality; personnel, equipment, etc.
      6.1.4 Distribution and organization of the space assigned to the library (Building "C").

APPENDIX B

Assessment Instrument F
Statement of Purpose

In accord with your request, I submit the following which can be used in the development of a Statement of Purpose for the Library of the University of Los Andes.

The established Statement of Purpose for a library system has been designed to reach explicitly stated objectives. These objectives answer such questions as:

1. What are the principal responsibilities of your Library system?
2. How do you carry out to a conclusion these tasks?
3. Who is your library servicing?
4. To what extent would your library serve the users?
5. What are your local, regional, and national obligations?

Examples:

Some examples in general terms are:

1. The purpose of a library is to acquire, process, maintain and circulate a collection of resources and to have librarians who further instruction, research, and extension.
2. The library is a depository for print and nonprint resources.
3. The library system of the university provides resources and services for (a) the University, (b) the city, (c) the state, (d) the nation, (e) Latin America, _____ (to what extent?).

APPENDIX C

Assessment Instrument C
Interpersonal Relationships Among Library Directors
A Sociometric Questionnaire

Name_____ Faculty_____

INSTRUCTIONS: Listed below are the names of each of the directors of the various libraries of the University of Los Andes. Following these instructions are several questions which we would like you to answer by checking the appropriate names in the spaces provided. Please answer each item by checking as many individuals as necessary, but do not check yourself. Please check those individuals who most directly and strongly answer each item.

A. Whom do you most often see in person concerning business relating to your work as a librarian?
B. Whom do you most often speak with on the telephone concerning business relating to your work as a librarian?
C. Whom do you most often write memoranda or letters to concerning business relating to your work as a librarian?
D. If you had a problem with your library and needed advice from someone, to whom would you go for advice?
E. With whom do you have the most social contacts?

NAME	A	B	C	D	E	
1. Florence M. Krupiz						
2. Francis Rodriguez C.						
3. Maria Elena Colls						
4. Alesia De Nunez						
5. Hernan Vera						
6. Cecilia De Chersi						
7. Mayra De Burgos						
8. Dilcia Rojas M.						
9. Teresa M. Hernandez						
10. Joel Arroyo						
11. Ismael Valero						
12. Other						
13. Other						

APPENDIX D

Assessment Instrument D
Educational Attainment, Library Personnel

Name of Librarian or Assistant _____ Name of Library Where Employed _____

Identification Number _____ Personnel Classification Number _____

1. Please indicate the number of years of schooling you have finished.

Years			
1. _____	7. _____	13. _____	19. _____
2. _____	8. _____	14. _____	20. _____
3. _____	9. _____	15. _____	
4. _____	10. _____	16. _____	
5. _____	11. _____	17. _____	
6. _____	12. _____	18. _____	

2. Please indicate the highest degree attained.

Grado	Yes	No
Primaria	_____	_____
Bachillerato	_____	_____
Tecnico	_____	_____
Licenciado	_____	_____
Estudio A Nivel De Master	_____	_____
Grado De Master	_____	_____
Estudio A Nivel De Post-Grado	_____	_____
Doctorado	_____	_____

APPENDIX E

Assessment Instrument A
Questionnaire Relating to University of Los Andes Libraries

I. Statement of the purpose of the existence of the University.
   A. Describe the role of the institution in its geographic area with respect to its:
      1. Contribution to research.
      2. Service function.
      3. Instructional objectives.
   B. Identify any agencies or associations through which the university receives accreditation or guidance.
   C. Discuss any anticipated changes in the total thrust of the university in the forseeable future.

II. Organizational Structure.
   A. Describe the organization of academic affairs--the relationship of each college, school, department, division, the library and instructional media.
   B. Discuss the organization of finance, business management and computer services.
   C. Identify the organization of branch campuses, libraries and off-campus (out-of-town) classes.

III. Educational Program.
   A. Curricula Offerings.
      1. List the degrees offered for both graduate and undergraduate studies. Identify anticipated additions and deletions.
      2. Discuss the possible involvement of the library in planning new courses and programs.
      3. Identify the standards followed in reviewing adequacy of library holdings in terms of instructional support.

IV. Budget.
   A. Review the budget-making procedures especially as they relate to the library program.
   B. Describe the procedures available for library budget development, review and implementation.
   C. What records and control of budget are internal to the library?
   D. Discuss procedures and methods available to the library for the implementation of new programs, new staff and new methodology.

V. Staff.
- A. Indicate the size of the teaching faculty.
- B. Characteristics of the library staff.
  1. Size of staff.
     - a. Cite the number of librarians in:
       1. Readers services.
       2. Technical services.
     - b. Cite the number of clerical assistants in:
       1. Readers services.
       2. Technical services.
  2. Indicate the number of library staff possessing:
     - a. Above masters degree.
     - b. Masters degree.
     - c. Bachelors degree.
     - d. Associate degree.
     - e. Other.
  3. Discuss the criteria considered for the recruitment and selection of library staff.
  4. Compare the status and prestige of library professionals with that of teaching faculty. Consider appointments to committees, procedures for receiving tenure and rank, opportunities to influence policies, etc.
  5. Discuss the level of involvement and expertise by library staff in non-library activities.
  6. Evaluate the extent to which the institution encourages professional growth and development.

VI. Instructional Resources.
- A. Consider the statement of purpose regarding the existence of the library program. (Include organizational structure of the library).
- B. Review the collection of resources.
  1. Indicate the size of the collection with respect to the:
     - a. Number of books.
     - b. Number of journal titles.
     - c. Number of non-print items.
  2. Indicate whether the collection is housed in open or closed stacks.
  3. Comment on the availability of non-print materials for instruction. Include the location of and retrieval techniques for non-print items.
  4. Evaluate the extent to which the collection reflects the needs of the curricula.
  5. Review the policies and procedures for selecting both print and non-print items.
  6. Prepare an analysis of the determination and allocation of the materials budget.

7. Discuss the standards for collection development in the library.
8. Evaluate the procedures by which faculty request materials.
9. Indicate the extent to which student theses, dissertations and research projects are included in the library collection.

C. Discuss the provision of library services.
1. Indicate the hours the library is open.
2. Is there library orientation?
3. Review the types and availability of library staffing. Include time schedules for both clericals and professionals.
4. Circulation.
   a. Analyze the policies and procedures for circulation services. If necessary, distinguish among branch libraries.
   b. Cite records and statistics of circulation activity.
5. Discuss the role of the librarian in the acquisitions process.
6. Comment on the current and proposed participation of the library in interlibrary activities (loans, data bases, etc.).
7. Identify types of library users.
8. Evaluate the availability and provision of reference services.
9. Describe any studies undertaken to measure user satisfaction with the library.

D. Budget.
1. Indicate the amount of the library budget and how it is determined.
2. Discuss the criteria considered for the allocation of funds among colleges, schools, divisions or departments.
3. Cite the percentage of allocation for salaries, books, journals and equipment.
4. Identify any outside funding sources.
5. Discuss the funding of branch or departmental libraries not funded from the general library budget.

E. Committees.
1. Analyze the composition and responsibilities of the academic library committee.
2. Indicate whether or not a representative group works towards the development of non-print materials.

F. Computer Services (include organizational structure).
1. Indicate types of computer hardware utilized (include peripherals). Discuss any rental, lease or purchase agreements.
   a. Existing.
   b. Projected.
2. Identify types of software utilized. Again, consider any rental, lease or purchase agreements.
   a. Internally developed.
   b. Commercially prepared.

3. Explain the modes of computer processing.
   a. Batch or off-line.
   b. Teleprocessing or on-line.
4. Classify computer personnel by technical expertise and responsibilities.
5. Describe any computer applications that have been developed for the library.
6. Prepare an analysis of computer application projects that are under consideration.

VII. Preparation of Resources.

A. Comment on the availability of bibliographic aids, such as national bibliographies or data banks.

B. Acquisitions.
   1. Indicate whether or not there is centralized ordering and receiving.
   2. Identify vendor sources for books and journals.
   3. Cite the number of volumes added annually and the rate of duplication of titles.
   4. Cite the number of journals and serials added annually and the rate of duplication.
   5. Cite the number of non-print resources added annually and the rate of duplication.

C. Cataloging.
   1. Identify the cataloging and classification scheme used.
   2. Indicate if a union catalog of all branch libraries exists for:
      a. Book entries.
      b. Journals.
      c. Non-print items.
      d. Other.
   3. Indicate if a catalog exists in each branch library.
   4. Describe the adequacy of bibliographic aids (card catalog) for the library user.
   5. Determine the size of backlog of unprocessed new materials.
   6. Determine the mean processing time required for new books and other resources from receipt to time of release.
   7. Describe the methods for production or acquisition of catalog cards (typing, reproducing or ordering printed cards).

VIII. Physical Facilities.

A. Describe adequacy of library buildings. Include a discussion of seating accommodations.

B. Discuss any projections for the development of additional facilities.

IX. Current Assessment.

A. Discuss the perceived areas of strength in the library.

B. Analyze the perceived areas of weakness in the library and outline plans for strengthening such areas.

APPENDIX F

Assessment Instrument B
Library Circulation: Borrowing/Lending Practices

_____ _____
Name of Library Name of Director

Listed are questions relating to the circulating of materials in your library. Please answer each question. If you wish to make additional comments regarding any item, please respond below.

Does your library:	yes	no
1. Borrow books from other universities?	____	____
For professors?	____	____
For students?	____	____
2. Borrow books from other ULA Libraries?	____	____
For professors?	____	____
For students?	____	____
3. Lend books:		
To students in your faculty?	____	____
To any ULA student?	____	____
To professors?	____	____
To others? (List)_____	____	____
Length of loan (number of days)	_____	
4. Allow books to be renewed?	____	____
5. Lend periodicals?	____	____
To professors?	____	____
To students?	____	____
To others (list)_____	____	____
If yes, state length of loan.	_____	
6. Lend reference books?	____	____
To professors?	____	____
To students?	____	____
To other ULA Libraries?	____	____
To others (list)_____	____	____
7. Lend reserve books?	____	____
Within the library?	____	____
Outside the library?	____	____
8. Is an identification card required?	____	____
For faculty?	____	____
For students?	____	____
For others? (List)_____	____	____

9. Is additional personal data needed on each library user? yes _____ no _____

If you answered "yes," explain below.

a. _____

b. _____

c. _____

APPENDIX G

Assessment Instrument E
Explanation of Technical Processes

The purpose of this assessment instrument is to analyze the ordering of books and periodical publications by all the libraries of the University of Los Andes and to determine the forms of improvement and coordination of activities.

Please respond to the questions as directly as possible; estimate if it is necessary. If you wish to make additional comments in regard to the questions, please make them at the end.

_____ _____
Name of Director Name of Library

I. Acquisition of Materials.

1. Do you receive requests for books or periodical publications from:

	Books		%	Publications		%
	Yes	No		Yes	No	
a. Members of the faculty.						
b. Members of library staff.						
c. Library committee.						
d. Students.						
e. Others (specify).						

Please indicate the approximate percentage for each one.

2. Please estimate the number of books your library orders per year:_____
3. Estimate the number of periodical publications that your library orders per year:_____
4. Estimate the number of:
   a. Orders for books that are waiting for budget approval:_____
   b. Orders for periodical publications that are waiting for budget approval:_____
5. Does your library have blank forms for acquisitions of books and periodical publications? Yes_____ No_____
   If your reply is yes, please include a sample.

II. Search of pre-orders and bibliographic control.

1. Does your library maintain a search of pre-orders in the following areas?

	YES	NO
a. Books on order		
b. Books in process		
c. Official catalog of library holdings		
d. Others (specify)		

2. Does your library consult the following guides for confirmation and bibliographic verification?

	YES	NO
a. Books in Print		
b. Library of Congress catalog cards		
c. Forthcoming books		
d. Others (specify)		

III. Ordering books and periodical publications.

1. Does your library maintain a list of principal vendors?
   Yes____ No____
2. From how many countries does your library make orders? ____
3. From how many vendors does your library make orders? ____
4. How many books do you receive annually by exchange? _____
5. How many periodical publications do you receive annually by exchange? _____
6. Do you use other employees for ordering books and periodicals?
   Yes_____ No_____
   If your reply is yes, please indicate the number of these others.
   _____
7. How many books or periodical publications are actually obtained? _____
8. Does your library send letters of delay on the orders to vendors not fulfilling their responsibility? Yes_____ No_____

IV. Procedures on cataloging.

1. What system of cataloging does your library use?
   _____Dewey
   _____Library of Congress (LC)
   _____Others (specify)
2. Does your library order catalog cards from the Library of Congress? Yes_____ No_____
3. Does your library make individual classification of each book?
   Yes_____ No___
4. Do you accept the LC system of classification without change?
   Yes____ No___

5. Do you type all the materials necessary for cataloging and technical processing? (Examples: cards for the card catalog labels and book pockets) Please include samples.
   Yes_____ No_____
6. Is the bibliographic information used for ordering passed on to the cataloging department? Yes_____ No_____
7. Is your library involved in some attempt at making file cards for periodical publications? Yes_____ No_____
8. Might your library participate in a project to organize an index of periodical publications? Yes_____ No_____
9. Does your library distribute a list of recent acquisitions? Yes_____ No_____
10. Do you maintain a shelflist? Yes_____ No_____
11. Do you believe that a union catalog would be useful at ULA? Yes_____ No_____
12. Would you be able to provide bibliographic data if there were a Union Catalog? Yes_____ No_____
13. How much time elapses between placing an order and receiving it? _____
14. How much delay time is there in classifying and processing a book after it arrive? _____

V. General Statements

Please include additional comments that you feel would be useful in the improvement of technical processes in the libraries of ULA. All will be welcome.

APPENDIX H

Assessment Instrument G
Library Personnel and Collections

_____
Name of the Library

	1975
Number of Volumes	_____
Number of Titles	_____
Number of Yearly Consultations	_____
Annual Expenditures for Personnel (B's)	_____
Students at ULA	_____
Volumes per Student	_____
Consultations per Student	_____
Expenditure for Personnel per Consultation (B's)	_____

APPENDIX I

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PERSONAL AND PROFESSIONAL DATA

EARL E. WASSOM

Professor, Library Science — Western Kentucky University
Assistant Dean of Academic Services — Western Kentucky University
Director of Library Services — Western Kentucky University

Home Address:

548 Brentmoor Drive
Bowling Green, Kentucky 42101
Telephone: (502-842-0412)

Office Address:

Cravens Graduate Center (502)
Western Kentucky University
Bowling Green, Kentucky 42101
Telephone: (502-745-4875)

Collegiate Training

BA	Bethany Nazarene College	1950
MA	East Tennessee State University	1962
EdD	Oklahoma State University	1967

Professional Experience

Western Kentucky University; Director of Library Services, Assistant Dean of Academic Services, Professor of Library Science, 1970-present.

Western Kentucky University; Associate Director of Library Services, Associate Professor of Library Science, Head, Department of Library Science, 1967-1969

Oklahoma State University; Librarian, 1963-1967.

Public Schools; Montgomery County Maryland, Sullivan County Tennessee, Salina County Arkansas, 1950-1963.

U.S. Army Air Force, Pilot, 1942-1945.

Consultative Experience

Library Management Systems; Georgia, Virginia, Oklahoma, Illinois, Kentucky, Maryland, Tennessee.

Personal and Professional Data
Earl E. Wassom
Page 2

Consultative Experience (continued)

Library Building Planning; Illinois, Kentucky, Maryland.

Accreditation Visitation; Virginia, West Virginia; Ohio, Georgia, Tennessee (Southern Association of Colleges and Schools: National Council for the Accreditation of Schools and Colleges).

International Consultations relating toLibrary; Venezuela, Chile.

Professional Memberships

Phi Delta Kappa
Alpha Zeta
National Education Association
American Library Association
Kentucky Library Association
Southeast Library Association
Kentucky Historical Association

PERSONAL AND PROFESSIONAL DATA

R. WILBURN CLOUSE

Assistant Professor
Assistant Director for Administration

George Peabody College
J. F. Kennedy Center for
Research on Education and
Human Development

Home Address:

914 Spain Avenue
Nashville, Tennessee 37216
Telephone: (615-228-7312)

Office Address:

Box 75, George Peabody College
Nashville, Tennessee 37203
Telephone: (615-327-8239)

Collegiate Training

BA	David Lipscomb College	1959
MA	Middle Tennessee State University	1968

Professional Experience

George Peabody College; Assistant Director for Administration, 1970-present.

George Peabody College; Director, Computer Center and Instructor of Library Science, 1969-1970.

Columbia State Community College; Acting Director and Acting Chairman, Department of Computer Science, 1967-1969.

Middle Tennessee State University; Instructor of Economics, 1966-67.

Consultative Experience

Curriculum Development; Alabama, North Carolina, Tennessee.

Informational Systems; California, Connecticut, Maryland, West Virginia, North Carolina.

Consultative Experience (continued)

International Consultation relating to Library; Venezuela.

Professional Organization

Alpha Kappa Psi
Association of American Library Schools
College and University Computer User's Group
American Society for Information Science
Society for Research Administrators
American Association on Mental Disorders
Society for Data Education

PERSONAL AND PROFESSIONAL DATA

EDWIN GLEAVES, JR.

Professor of Library Science — George Peabody College
Director, School of Library Science — George Peabody College

Home Address:

2732 Sharondale Court
Nashville, Tennessee 37215

Office Address:

George Peabody College for Teachers
Nashville, Tennessee 37203
Telephone: (615-327-8037)

Collegiate Training

BA	David Lipscomb College	1958
MA	Emory University	1960
PhD	Emory University	1964

Professional Experience

George Peabody College; Director and Professor, School of Library Science, 1973-present.

George Peabody College; Director and Associate Professor, School of Library Science, 1967-73.

George Peabody College; Assistant Professor of English, 1966-67.

David Lipscomb College; Head Librarian and Assistant Professor of English, 1964-65.

Consultative Experience

Accreditation Visitation; Iowa, North Carolina (American Library Association, Southern Association for Schools and Colleges).

International Consultation relating to Library; Mexico, Venezuela, Columbia.

Personal and Professional Data
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Professional Organizations

American Library Association
Association of American Library Schools
Southeastern Library Association
Southern Modern Language Association
Tennessee Folklore Society
Tennessee Library Association

PERSONAL AND PROFESSIONAL DATA

ROBERT L. REES

Professor of Education — Western Kentucky University
Staff Assistant,
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Bowling Green, Kentucky 42101
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Western Kentucky University
Bowling Green, Kentucky 42101
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Collegiate Training

BCS	University of Georgia	1948
MEd	University of Virginia	1961
PhD	University of Kentucky	1970

Professional Experience

Western Kentucky University; Professor of Education, Staff Assistant to the Director of Library Services, 1970-present.

University of Kentucky; Extension Specialist, 1963-70.

Virginia Polytechnical Institute; Associate Editor, 1953-63.

U.S. Marine Corps, Pilot (Retired Major), 1941-45.

Consulting Experience

Accreditation Visitations; New Hampshire (National Council for the Accreditation of Teacher Education).

International Consultation relating to Library; Venezuela.

Library Building Planning; Illinois.

Consulting Experience (continued)

Information Services Building Planning; Virginia.

Administrative Communication System Planning; Kentucky.

Professional Memberships

Association for Educational Communications and Technology
Kentucky Audiovisual Association
National Association of Educational Broadcasters
Alpha Kappa Psi (Business)
Phi Delta Kappa (Education)
Epsilon Sigma Phi (Extension)
Southeastern Library Association
Kentucky Library Association